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ABSTRACT

Project VIII is an innovative behavioral science-oriented educational program for potential dropouts. It is designed to reduce the dropout rate in grades 9 through 12, increase attendance in grades 7 through 12, decrease discipline referrals and suspensions, increase reading and math achievement in grades 3 through 11, and improve the student's self-concept. Project VIII is a consortium funded under Title VIII Elementary Secondary Education Act, involving the Paducah Public Schools, the Louisville Public Schools, Indiana University, and Murray State University. The project components consist of the instructional component (English, mathematics, social studies, and reading) and the staff-development component (parent involvement, counseling, and health services). In Paducah, the program involves 85 students in grades 10 and 11 at the high school and 121 students in grades 7 through 9 at the junior high school. The elementary school is involved in the staff-development component. In Louisville, the program involves 110 students in grade 8 in the junior high school and 128 students in grade 9 in the senior high school. (Author/JM)

PADUCAH-LOUISVILLE CONSORTIUM

PROJECT VIII

Focus on Drop-Outs . . . A New Design

FINAL EVALUATION 1971-72

ED 068617

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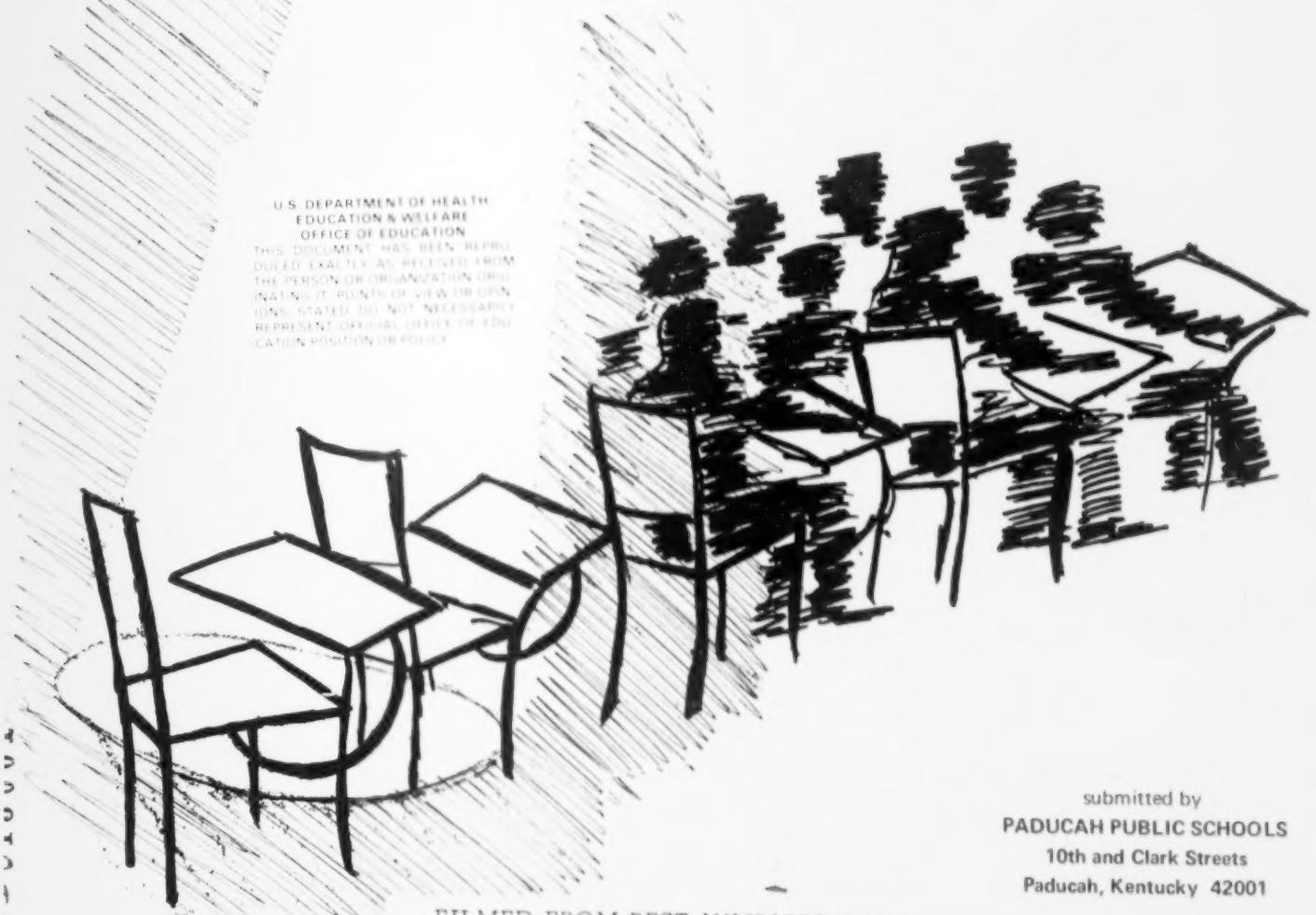

submitted by
PADUCAH PUBLIC SCHOOLS
10th and Clark Streets
Paducah, Kentucky 42001

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FINAL EVALUATION REPORT

June 30, 1972
Third Year

Submitted by
PADUCAH–LOUISVILLE CONSORTIUM
Project VIII
Focus on Dropouts . . . A New Design
Paducah, Kentucky

Submitted to
U.S. Office of Education
Dropout Prevention Programs, Title VIII
Elementary and Secondary Education Act
Grant Number OEG-0-9-270001-3417(281)

W. David Whitehead
_____, Superintendent

Jessie Beasley, Project Director
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July 30, 1972

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DROPOUT PREVENTION PROGRAM, TITLE VIII, ESEA
ABSTRACT OF "PROJECT VIII"
PADUCAH, KENTUCKY

Grant #OEG-0-9-270001-3417(281)

County Served: McCracken
Congressional District: First

THE LOCALE: Project VIII is a consortium involving the Paducah Public Schools, the Louisville Public Schools, Indiana University and Murray State University. Paducah is a small urban community with a total school population of 5,724. The target schools population for the third year of a tentative five year program is 2,848, 41% of which is low-income. The target schools in Paducah are one high school and junior high school and one elementary school. Louisville is a large urban community with a school population of 50,420. The target schools in Louisville are located in the western section of the city which is predominantly black. The complex is made up of one senior high and one junior high with a total population of 2,579, 35% of which are economically poor (welfare).

THE PROGRAM: The major objectives of Project VIII are to reduce the dropout rate in grades 9-12, increase reading achievement in grades 3-11, increase attendance in grades 7-12, improve the student's self-concept, decrease discipline referrals and suspensions. The project components consist of: the instructional component (English, math, social studies and reading); the staff-development component (human relations and curriculum development), and the student services component (parent involvement, counseling, health services). In Paducah the program involves 85 students in grades 10 and 11 at the high school and 121 students in grades 7, 8, and 9 at the junior high school. The elementary school is involved in the staff-development component. In Louisville the program involves 110 students in grade 8 in the junior high school and 128 students in grade 9 in the senior high school.

SELECTED OUTCOMES: The dropout rate in Paducah was reduced from 7% in 1968-69 to 5.2% in 1971-72. In Louisville the dropout rate at Shawnee was reduced from 12.4% in 1970-71 (before entering the program) to 10.7% in 1971-72. This is of particular significance as the dropout rate in this school had increased in 1970-71 over the previous year. In 1971-72 the 7th and 8th grades in the target schools showed an average gain of 6 months in reading achievement over the year 1970-71. The attendance rate in the Shawnee schools was increased in 1971-72 over 1970-71 by 6.2%. The self-concept of the students in the junior high school in Paducah (where the program has operated consistently for three years) has increased on the overall mean from 2.21 (scale of 3.00) in May 1970 to 2.30 in May 1972.

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GRANT AWARD:

$390,000	1969-70
$447,000	1970-71
$460,043	1971-72

SUMMARY

Project VIII is an innovative behavioral science oriented educational program for potential dropouts designed to reduce the dropout rate, increase attendance, decrease discipline referrals and suspensions, increase reading and math achievement and increase the student's self-concept. A total of 446 identified students were directly involved in the program.

As to the overall objectives, the dropout rate in Paducah has been reduced from 7% in 1969 to 5.2% in 1972. At the Shawnee schools the dropout rate was decreased from 12.4% in 1970-71 to 10.7% in 1971-72. The decrease at Shawnee is of particular significance since in 1970-71 Shawnee High (grades 10-12) had an increase of 17.7% in dropouts over the previous year.

The attendance rate increased 0.7% (from 90.8 to 91 5) at Shawnee Junior High and 11.7% (from 83.0 to 94.7) at Shawnee High. The attendance rate decreased at Jetton Junior High 1.0% (94.0 to 93.0) and at Tilghman High 0.3% (93 3 to 93.0). These figures indicate no significant change except in Shawnee Senior High.

The overall discipline referrals and suspensions were reduced in the four schools but a comparison of discipline referrals and suspensions from one year to the next has been most difficult. In Paducah, over the past three years the types of discipline referrals to the principal's office have changed drastically.

The administrators of these schools see much more improvement in student behavior and the methods employed to deal with malbehavior than the statistics indicate.

In Louisville, a large percentage of the suspensions and discipline referrals occurred during the first semester. As more alternatives for dealing with malbehavior were found and when it was seen as a symptom of social, emotional and curriculum problems, the referrals and suspensions decreased. This new way of looking at student behavior is one of the major successes of the program. Steps are being taken to make the reporting systems in the four schools more uniform. The overall goal for 1971-72 of an increase of 2 months (mean) in reading achievement over the previous year was met in the 7th grades in both Jetton Junior High in Paducah and Shawnee Junior High in Louisville and was met in the 8th grade at Jetton. The 9th grade at Shawnee remained the same. There was a decrease in reading achievement in the 9th grade at Jetton, in the 10th grade at Tilghman and in the 8th and 10th grades at Shawnee.

The overall self-concept of all students in the four schools, grades 7-10 in Paducah and grades 8 and 9 at Shawnee in Louisville increased from 2.24 to 2.27 (scale of 3.00) from October 1971 to May 1972. The increase in self-concept at Jetton in Paducah, where the program has operated consistently for three years under Title VIII and one year before as a pilot project, is of particular significance. The overall mean has increased from 2.21 in May 1970 to 2.30 in May 1972 with an increase ranging from .05 to .17 in all of the twelve factors on the test. The increase in the Teacher-School, Autonomy, Academic Adequacy, Language Adequacy, and Boy and Girl-Social factors were particularly high. This is one of the major successes of the program.

The participants for Project VIII in the four schools were identified by meeting the criteria of achieving two or more grade levels below the national norms for reading and math on the "Comprehensive Test of Basic Skills" (California Test Bureau), ten days absence in one year or twenty in two years and/or behavior problems. There were 121 at Jetton, 85 at Tilghman, 111 at Shawnee Junior and 129 at Shawnee Senior.

The objectives for the instructional components at the four schools were: to increase the reading and math achievement and improve the students' self-concept and attitude toward school.

Although the anticipated gain of 1.5 grade levels in reading and math (CTBS) was very high, the objective was met at Jetton (grade 9) by 40%] in of the students (80% showed a gain reading) and 55% in math, (93% showed a gain) at Tilghman (grades 10, 11) by 32% of the students in reading (73% showed a gain) and 20% in math (65% showed a gain) at Shawnee Junior High (grade 8) by 16% in reading (70% showed a gain) and 11% in math (57% showed a gain). However, 84% of these students at Shawnee Junior met the objective on the EDL reading test (100% showed a gain) which is a criterion - referenced test; at Shawnee Senior High (grade 9) 51% of the students met the objective in reading (89% showed a gain) and 44% of the students in math (76% showed a gain).

The objective of a gain of .05 or better on the Ira Gordon self-concept scale was met by 52% of the students at Jetton, 37% at Tilghman, 37% at Shawnee Junior High and 50% at Shawnee Senior High.

A student's attitude toward school is typically lower at the end of tne year than at the beginning, so the objective of raising the attitude of the students by 10% was unrealistic. A semantic distance questionaire developed by C. H. Weaver was used to measure this objective.

The overall change was a negative 3%.

The instructional component objective of providing a classroom atmosphere that reflects stimulation, flexibility, encouragement and a relevant curriculum as shown by a 2.1 mean (scale of 3.0) on the "STyle of Teaching" inventory by William Rogge was met by all twelve teachers in the instructional component. This process was monitored by the use of student feedback instruments. The overall means on these instruments ranged from 2.50 to 3.47 (scale of 4.00). The process used to bring about the increase in achievement and improved self-concept and attitude toward school was the development of a relevant curriculum using Bloom's taxonomy for cognitive and affective objectives. This was effected by the instructional teams meeting regularly for planning and critiquing, and by the efforts of Component II which is the staff-development component in Paducah. The inservice training in Louisville through the staff of the Department or Organizational Development and through the Master's program of the University of Indiana gave assistance to the instructional staff in planning and implementing a relevant curriculum. Since 90% of the students at Shawnee are black, much effort was made to make the curriculum relevant to the black students.

Component II, in Paducah, provided two consultants from Murray State University. The Curriculum Consultant worked one day a week in the junior high school and one day in the senior high school, except for two hours spent at the elementary school. He assisted teams and individuals in writing and implementing individualized and personalized curriculum units using the concept-based approach. Each Component I teacher paid through Title VIII and most of the teachers who taught

the identified students in elective courses completed and taught the units. This approach received a favorable evaluation from the teachers involved. Excerpts from evaluation tapes may be found in Appendix

The second consultant, from the Guidance and Counseling Department of Murray State University assisted in the field of human relations. He spend one day bi-weekly in the junior high and one day bi-weekly in the senior high working with teams and individual teachers. The evaluation of this phase of the in-service program may be found in the excerpts from tapes by teachers and students in Appendix

Component III, the Student Services Component, operated in both school systems. The objectives were: to reduce discipline referrals and suspensions and to improve the mental and physical health of the identified students. Jetton added approximately 60 students to the list of instructional component students for these services. The objective of reducing the discipline referrals by 10% for students identified for the program because of three or more referrals the year before was met at Jetton and Tilghman. The Shawnee schools had not kept a record of discipline referrals for 1970-71 so the objective could not be evaluated for these two schools.

The objective of a 30% decrease in suspensions was not met by any of the schools. However, through a review of the records with the administrators it was found that the suspensions for 1971-72 are of a different nature. Previously, all suspensions were for three days, now many suspensions are for only the length of time it takes to bring their parents to school for a conference. The administrators are also taking a look at the suspensions to determine which ones seem to be helpful in correcting the problem of the student.

The process used to effect the change in discipline referrals and suspensions was a counseling session each week for each student and at least five home visits and five other contacts with the parents of each student. This objective was not met for each student since the needs of each student were not the same. Through a better organization of group counseling sessions it is hoped the counseling objective can be met in 1972-73. Home visits will be made according to need.

The objective for improved health as evidenced by improvement by 50% of the students in three categories on a locally developed health checklist was not met in any of the schools. This may have been due to the inadequacy of the check-list. All students were screened by a nurse or doctor in October for deficiencies and an effort was made to correct these by the family or through project funds. A full-time nurse and an aide were available each day at Jetton and a half-time nurse and an aide were at Tilghman to meet the daily health needs and to take needy students to the dentist, doctor or health department. The regular school nurse performed these duties at the Shawnee schools. Eight-three students received dental care, 33 optical care and 6 had surgery during the year. Each student was screened again in May and recommendations have been made for further care where warranted. There are many programs and activities in each school, (which are not mentioned in the formal evaluation) that have contributed to the success of the project:

—The T.V. program initiated at Jetton in 1971-72 and implemented partially through the project. It is seen in each home-room at the beginning of the day. It is planned and produced by the students under the supervision of the communications instructor. Many project students have had a part in this program which will be described in "The Clearing House" a journal for Modern Junior HIgh Schools this fall under the title "Tune in T.V.: Turn On the Pupils."

—The Shawnee High assistant principal initiated a program of group counseling in March to handle behavior problems of repeated offenders. The participants set up group goals and monitor the process. They bring in new offenders when they observe behavior that needs correcting.

—The Shawnee Junior High counselor set up group counseling second semester involving team members, students and other teachers to handle behavior problems. Both of these programs evolved because of awareness gained from project philosophy

—There were 9 inservice sessions for project teachers in Louisville in Behavior Modification. One team practiced this technique giving points as rewards and using the points at the end of school to buy items such as games, records etc. at an auction. This was planned by students.

—Shawnee Senior High had an awards day at the end of the year for project students. Each student received an award for some area in which he had excelled. This school also had a dinner for those students who had made the most progress in attendance and achievement and a style show for those students who had taken part in a good-grooming program.

—The Home-School Coordinators in Louisville worked with hard-core problem students to get them to school, even going to their homes to bring them, to get clothes for those who needed them, went to court with students and parents. They initiated a visitation day in April which was declared an in-service day so that teachers could visit the homes by appointment. They worked with the Neighborhood School Board by bringing in community officials to talk. Through the School Board they had stop signs put up at the corners near the schools. They brought in community people to put on programs at the school to raise money. The money was used to pay fees, buy band uniforms etc. for needy students.

--The Junior High Home-School Coordinators (Louisville) rewarded change of behavior in students by taking them out to lunch twice a month (expenses paid by the HSC's)

--University of Louisville Fine Arts Department continued a program of music, arts, crafts three afternoons a week.

--The YMCA-Honda Company "Mini-Bike" program was implemented at the Shawnee schools.

--Shawnee High students tutored elementary students.

--Jetton students were involved in a Journalism class which was new this year.

--A Work-Study Program was initiated at Jetton in which many project students were involved.

--The Phase-Elective English program was piloted this year at Tilghman in the classes of project students.

--Component III staffs worked with the Mental Health Clinic on the drug problem which hit Paducah this year. Night rap-sessions were set up involving students and parents at Tilghman.

--Component III staffs in Paducah worked with the Chamber of Commerce in setting up a temporary home for juveniles.

--Through the use of the sociograms several students were identified for the program for next year.

--One of the project students at Tilghman was elected Vice-President of the Student Council for 1972-73. One is a cheerleader, one a football star, one a track star, one won the Boy's Club Award, one is a student aide to the assistant principal, one has had three poems published in the Tilghman Bell (school newspaper) and one had a complete change of personality after getting dental work done.

--The seventh grade exposure program at Jetton, which was written up in the Croft Educational Series Action Report, October 1971, is being expanded.

--A scale to measure "Acceptance of Self and Others" and a scale on "Philosophy of Teaching" are being administered to all Project VIII personnel. These will be used in a study of teacher effectiveness.

CONTEXT

Project VIII operates in two school systems in Kentucky, Paducah and Louisville.

The city of Paducah is located on the Ohio River 30 miles east of the confluence of the Mississippi and Ohio Rivers. The community, founded in 1824, is the oldest in the area and has been very stable in its developmental characteristics. The present population of 31,627, 77% white and 23% black, represents a 7% decrease in the past ten years, but Paducah remains the fifth largest city in Kentucky. The total school enrollment is 5,724. Paducah has an active urban renewal plan and has been outstandingly successful in the various steps toward complete desegregation of public facilities and school programs. The unemployment rate for the county is 2.4% with most of the employment in small to medium industries.

The target schools for Project VIII in Paducah are one high school (grades 10-12) which serves the entire city, one junior high (grades 7-9) located in the downtown area and one elementary school (grades 1-6) which serves as a feeder school for the junior high school. These schools have a total population of 3,267, 46% of which is low-income, 66% white and 34% black.

The need for the program was identified by the Superintendent and members of the Board of Education in Paducah. In 1969, when the program was written, a study of the dropout rate in Paducah revealed that at least 7% (arithmetic accountability formula) of the students in the junior and senior high schools were dropping out before graduation.

The city of Louisville, with a population of 389,044, is the largest city in the state of Kentucky. The city lies on the Ohio river which forms the northern boundary of Kentucky. The total school enrollment is 52,319 (1970-71), 52% white and 48% black. As in all large cities a large number of those who are economically well-off have moved out of the city to the suburbs. Louisville is faced with the economic, social and educational problems that are typical of cities all over the country.

The target schools for Project VIII in Louisville are what is known as the Shawnee Complex, Shawnee High School (grades 9-12) and Shawnee Junior High (grades 7-8), are located in the western section of Louisville. The neighborhood originated as a settlement at the "Falls of the Ohio" around which cargoes of ships were carried. The homes were previously stately homes of prominent white Louisvillians. Within the past fifteen years the schools and the neighborhoods have changed from all white to predominantly black. Approximately 34% of the families are economically poor (welfare), 44% moderately poor (unskilled jobs), 21% moderately well-off (skilled and professional) and less than 1% quite well-off.

Based on a study of the dropouts in large cities, Louisville has the second highest dropout rate in the nation. In 1971, on standarized tests, 74% of the city school children scored below national norms on achievement tests. The delinquency rate is three items that of the county and six times that of the state.

In Louisville, the Project was at Male High, Manly Junior High and Tingley Elementary Schools the first two years of a tentative five-year program. Most of the students at Tingley went on the Manly, but a very small percentage of the Manly students went to Male. This created a major problem in following through on to identified students.

In 1970-71, the dropout rate at Shawnee High increased 17.7% over the previous year. The mean reading achievement on nationally standarized tests was at the 24 percentile in reading and the 16 percentile in math. These factors coupled with strong community interest in improving the image of their neighborhood schools caused the Shawnee Complex to be selected for the Title VIII project for 1971-72.

PROGRAM

Scope: Project VIII is an innovative behavioral science oriented educational program designed to attack the personal, social and educational problems of children whose previous record of school failure and frustration has indicated high dropout potential. The project operates as a consortium of four institutions: the Paducah Public School System, the Louisville Public School System, Murray State University and Indiana University. The Paducah Board of Education is the Board of Record for the project and has responsibility for all fiscal and administrative matters. Advantages of the consortium arrangement include: (a) The two universities provide personnel from the education and psychology faculities to meet periodically with the project staff for mutual interchange of ideas. This results in improved Project VIII procedures and additional teacher-training programs geared to inner-city school assignments. (b) The dissemination of this type of dropout prevention program is enhanced by its being tested in two different situations -- one a large city and the other a small city. (c) The research and curriculum development program for the project is able to work with two systems and exchange beneficial curriculum materials developed at each site. (d) The research design testing each program component at each location should determine if those variables relating to school system size are significant in the degree of success which may be obtained.

Consortium activities involving staff from both public school systems include: (1) joint teacher training programs; (2) quarterly joint staff meetings for the exchange of information relating to project activities, problems, and materials; and (3) joint research, curriculum development and dissemation programs.

The purpose of the program is to reduce the dropout rate, increase reading and math achievement, increase attendance, increase the student self-concept, decrease discipline referrals and suspensions. This is accomplished through a program of human relations training and development of a relevant curriculum for potential dropouts and for staff working with them.

Project VIII contains three major components: Component I, the instructional component provides highly specialized learning processes in four target schools. The outcomes expected from this component are: an increase in reading and math achievement, improved self-concept and improved attitude toward school. Three hundred and sixty six students were identified for this component by the following criteria: (1) reading level at least two years below grade level, (2) ten days absence during the 1970-71 school year or 20 days absence over a two year period.

Personnel and Procedures:

There were 128 students in the 10th and 11th grades in Paducah with a reading specialist and three individualized instruction teachers, one acting as team leader, and one instructional aide at the high school; one curriculum coordinator acting as team leader, two teachers

and three instructional aides at the junior high. There were 238 students in the 8th and 9th grades in Louisville with a reading and curriculum specialist working in both schools, a team leader, two teachers, and three instructional aides at the junior high; a team leader, four teachers and three instructional aides at the senior high.

These teams met regularly for planning and critiquing and writing curriculum units personalized to meet the needs of the students. The curriculum coordinators and reading specialists coordinated the planning, researched curriculum materials, and assigned aides. The aides were primarily responsible for assisting with instruction under the supervision of the teachers, with clerical duties being kept to a minimum.

The team leaders were also responsible for collecting data for evaluation and for working with those teachers who had the identified students for electives. In Paducah there was a Curriculum Consultant from Murray State University who worked weekly with the Component I staff in writing concept-based curriculum and a Human Relations Consultant who worked biweekly with the staff on facilitating human relations The curriculum/reading consultant in Louisville who had her doctorate in the area of reading performed the same duties as the curriculum consultant in Paducah and personnel from the Louisville Department of Organizational Development rendered the same services as the Human Relations Consultant in Paducah.

Some of the materials furnished by the project were: high interest reading materials, IPI math, simulation games, tapes, math aids, communication kits, English kits, film strips, TV equipment, tape recorders, projectors, listening stations, controlled readers, study carrels, reading lab, books relating to black history, library books and science materials.

Component II, the staff development component operated in Paducah only. Staff development in Louisville was funded and evaluated under another title. The outcomes expected from this component were: skill in writing individualized and personalized curriculum units with a concept-based approach and skill in facilitating human relations for the entire staff of the project. There were two full-time staff development coordinators, one for junior and senior high schools and one for the elementary school; two consultants from Murray State University on regular employment during the year and for pre-service labs. In addition, three consultants from the University of Georgia's Guidance and Counseling Department and one from Murray State University's Guidance and Counseling Department conducted a pre-inservice lab.

Dr. Arnold Nakajima conducted a three-day workshop during the year in Transactional Analysis.

Through the efforts of this component open discussion sessions were held weekly in all classrooms, using the Glasser Circle as a model. This process fostered skill in critical thinking as well as providing a forum for voicing concerns on social and curriculum problems.

Component III, the student services component, provided for needs over and above the specialized instruction provided in Component I and the services provided by the present Pupil Personnel Services in both Louisville and Paducah. Such needs included health, emotional adjustment, concentrated guidance services and greater understanding between the home and school. The outcomes expected from this component were: decrease in disciplinary referrals and suspensions and improved mental and physical health. This was accomplished through home visits, group and individual counseling, and health services by the nurse, community agencies, and private doctors. The criterion for selecting students for this component, other than the two for Component I students, was behavior: either aggressive behavior, withdrawal, or rejection by peers. Personnel paid through Title VIII funds were: in Paducah, at the junior high, group counselor, guidance counselor, home-school social worker, nurse, aide and secretary; at the senior high, a group counselor, nurse (half-time), aide and secretarial clerk; in Louisville, at the junior high, there were two home-school coordinators and a nurse's aide; at the senior high there were three home-school coordinators. The personnel in the Paducah junior high are located in a student-services center where they conducted group and individual counseling on social, emotional, curriculum and home problems. The nurse's office is nearby. All personnel have the responsibility for counseling, home visits, coordinating their services with those of community agencies and counseling with the teachers of the identified students. Approximately 60 students in addition to those in Component I were identified for this component.

At the high school in Paducah the Director of Guidance coordinated the services of the Student Center. He was paid from local funds. The group counselor conducted multiple group counseling sessions for students and/or parents of the identified students both during and after school and visited the homes when there was a need. He worked with the County Mental Health program as it related to the identified students. The nurses in both schools screened the students for health deficiencies and arranged for these deficiencies to be corrected where possible. In addition, they were available to meet daily health and counseling needs. In Louisville, the health needs were met by the regular school nurse and the home-school coordinators worked with parents, students and teachers to meet the needs of the students. The home school coordinators acted as liaisons between the school and community, coordinating the services of community organizations and agencies.

BUDGET

The total cost of the program was $460,043. These funds were provided by the U.S. Office of Education, from Title VIII ESEA funds. Of this total amount, $299,982 was spent in Paducah and $160,061 in Louisville. Of the $460,043, $90,600 was spent for administration, $294,865 for instruction, $9,750 for health services, $1,475 for operation, $28,313 for fringe benefits, $16,000 for community services and $19,040 for capital outlay.

The project staff estimated eventual replication cost to be approximately $500 per pupil. This would provide a smaller pupil-teacher ratio a greater variety of teaching materials and techniques, and dental, medical and psychological care.

EVALUATION

OF

OVERALL OBJECTIVES

AND

COMPONENT OBJECTIVES

PROJECT VIII

OVERALL OBJECTIVES

1971-72

Product Outcome I

> The dropout rate in grades 9-12 in the target schools will be reduced by at least 20% over the previous year (1970-71).

The dropout rate has been reduced steadily in the Paducah target schools since 1968-69, the three years Project VIII has been in operation. The three-year reduction is 25.7%. The reduction this year was 3.6%. The dropout rate at Shawnee Senior High was reduced 13.7% in 1971-72 over the year 1970-71. This school had an increase of 17.7% in dropouts for grades 10-12 in 1970-71. Although the results are favorable the objective of 20% reduction was not met.

Results are shown in Table I

Table I

Annual Dropout Rate
Grades 9-12
Four Target Schools
1967-68 through 1971-72

Tilghman High Grades 10, 11, 12
Jetton Junior High Grade 9
Shawnee Senior High Grades 9-12
Shawnee Junior Grade 9 (1970-71)

SCHOOL SYSTEM	1967-68	1968-69	1969-70	1970-71	1971-72
PADUCAH	7.0%	7.0%	6.4%	5.5%	5.2%
LOUISVILLE *				12.4%	10.7%

Calculation (1971-72)	Grades 9-12 Jetton - Tilghman
End of year membership	1187
Number of Dropouts:	89
Number of Graduates:	432
Arithmetic Accountability	1708
Number of Dropouts / Annual Dropout Rate - Arithmetic Accountability	$\frac{89}{1708} = 5.2\%$

Calculation (1971-72)	Grades 9-12 Shawnee Senior High
End of year membership	1077
Number of Dropouts:	162
Number of Graduates:	279
Arithmetic Accountability	1518
Number of Dropouts / Annual Dropout Rate - Arithmetic Accountability	$\frac{162}{1518} = 10.7\%$

* Entered the program in 1971-72

Product Outcome II

> The number of students suspended in the target schools (grades 7-12) will be reduced by at least 30% over the previous year (1970-71).

Suspensions as recorded in the office of the Superintendent were reduced in the four target schools. Jetton and Shawnee Senior met the objective of 30% reduction.

The overall total reduction was 25.8% and did not meet the objective.

Results are shown in Table II

TABLE II
OVERALL SUSPENSIONS REPORTED TO OFFICE OF BOARD OF EDUCATION
TARGET SCHOOLS
1969-70 THROUGH 1971-72

SCHOOLS	1969-70	1970-71	1971-72	PERCENTAGE REDUCED	OBJECTIVE MET
Paducah					
Jetton	22	18	7	61.1	Yes
Tilghman	57	128	114	10.9	No
Louisville					
Shawnee Junior		15	11	26.7	No
Shawnee Senior		29	9	70.0	Yes
OVERALL TOTAL		190	141	25.8	No

Product Outcome III

The attendance rate in the target schools in grades 7-12 will be increased by at least 2% over the previous year (1970-71).

The administrators of the target schools report that the potential dropouts with poor attendance are kept on the rolls while counselors and teachers are working to find a relevant program for them/trying to help with personal problems. This may have caused the drop in attendance in Paducah.

The objective was met in one of the four schools and was met overall if the four rates are averaged.

Results are shown in Table III.

TABLE III
OVERALL ATTENDANCE RATE
TARGET SCHOOLS
1967-68 THROUGH 1971-72

SCHOOLS	GRADES	1967-68	1968-69	1969-70	1970-71	1971-72	OBJECTIVE MET (2%)
Paducah							
Jetton	7-9	94.1	94.0	93.9	94.0	93.0	No
Tilghman	10-12	93.5	94.1	94.2	93.3	93.0	No
Louisville*							
Shawnee Junior	7-8				90.8	91.5	No
Shawnee Senior	9-12				83.0	94.7	Yes
OVERALL					90.4	93.1	Yes

*Entered the program in 1971-72

Product Outcome IV

> Achievement in reading (grades 3-11) will be increased by at least 2 months over the previous year as measured by the "Comprehensive Test of Basic Skills."

The "Comprehensive Test of Basic Skills" was given in April 1971 to the four target area schools and was given in April 1972 in the two schools in Louisville. It was given in March in the Paducah schools to insure a return on the results before the end of the school year.

Cooper Elementary School, in which the teachers were involved in a program of staff and curriculum development, was consolidated with two other elementary schools under an order from HEW in the summer of 1971.

The means shown in the table for 1970-71 for Cooper were those for the population before the consolidation.

The objective was met at Jetton, grades 7 and 8 and at Shawnee Junior, grade 7.

Results are shown in Table IV.

TABLE IV
READING ACHIEVEMENT BY GRADES
TARGET SCHOOLS
1969-70 THROUGH 1971-72

SCHOOLS	GRADE	APRIL 1969-70	APRIL 1970-71	MARCH 1971-72	OBJECTIVE MET (2 MONTHS)
Paducah					
Cooper*	3		3.5	3.4	
	4		4.6	4.4	
	5		5.4	5.3	
	6		6.3	6.2	
Jetton	7	7.0	6.7	7.1	Yes
	8	8.3	7.1	7.8	Yes
	9	8.4	8.9	8.4	No
Tilghman	10	10.9	11.1	10.4	No
	11	12.1	Not Tested	12.1	
Louisville Shawnee Junior	7		4.7	5.4	Yes
	8		5.8	5.4	No
Shawnee Senior	9		7.1	7.1	No
	10		8.4	7.2 (50% tested)	No
	11		Not Tested	8.8	

*Cooper was consolidated with two other schools in 1971-72 - Scores cannot be compared

Product Outcome V

Discipline referrals (grades 7-12) to the principal's office in the target schools will be reduced by at least 10% over the previous year (1970-71).

Accurate records of discipline referrals to the principal's office could not be found in any of the four schools for the year 1970-71, therefore we do not have data to evaluate this objective.

Statements from the assistant principals and deans indicate that the number has been reduced much more than 10%.

The objective has made the administration aware of the need for better record keeping and new systems are being set up.

No proof that objective was met.

The referrals for 1971-72 are shown in Table V.

TABLE V
DISCIPLINE REFERRALS TO THE PRINCIPAL'S OFFICE
TARGET SCHOOLS
1970-71 AND 1971-72

SCHOOL	GRADES	1970-71	1971-72
Paducah			
Jetton	7-9		825
Tilghman	10-12		438
Louisville			
Shawnee Junior	7-8		76*
Shawnee Senior	9-12		128*

*Only cases of a serious nature were tabulated

Product Outcome VI

> The student self-concept (grades 7-10) will be increased by at least .05 (mean) during the school year 1971-72 as measured by the "How I See Myself" Self-Concept Scale. (Ira Gordon)

In October 1971 and May 1972 the Ira Gordon Self-Concept Scale "How I See Myself" was administered to all students in the 7th, 8th and 9th grades at Jetton Junior High, the 10th grade at Tilghman High, the 8th grade at Shawnee Junior High and the 9th grade at Shawnee Senior High. Jetton Junior High shows an increase beyond the minimum requirement of the objective in all twelve factors.

A comparison of the May 1970 Jetton scores by factors (first year the test was given) with the May 1972 scores is shown in Table VI.

The objective was met in all three grades at Jetton. It was not met at Tilghman, Shawnee Junior and Shawnee Senior. However, Shawnee Senior did show a gain of .04.

The overall gain for the four schools was .03.

The objective as stated was met in one of the four target schools.

The October and May scores by factors for the four schools are shown in Table VII.

The October and May overall mean scores for the four schools are shown in Table VIII.

Table VI

Student Self-Concept Scores by Factors
Jetton Junior High
May 1970 and May 1972

DATE	SELF IMAGE	TEACHER SCHOOL	PHYS. APP.	INTER PERSONAL ADEQ.	AUTON-OMY	ACAD. ADEQ.	PHYS. ADEQ.	EMO-TIONS	GIRL SOC.	BOY SOC.	PEERS	LANG. ADEQ.	BODY BUILD
May 1970	2.21*	2.25	2.19	2.32	1.99	2.15	2.36	2.24	2.33	2.36	2.27	2.10	2.03
May 1972	2.30	2.38	2.24	2.38	2.10	2.32	2.43	2.30	2.46	2.48	2.36	2.27	2.09
Gain:	+0.09	+0.13	+0.05	+0.06	+0.11	+0.17	+0.07	+0.06	+0.13	+0.12	+0.09	+0.17	+0.06

*Highest possible score: 3.00

Table VII

Student Self-Concept Scores by Factors
Target Schools
October 1971 - May 1972

SCHOOL	DATE	SELF IMAGE	TEACHER SCHOOL	PHYS. ADEQ.	INTER PERSONAL ADEQ.	AUTON OMY	ACAD. ADEQ.	PHYS. ADEQ.	EMO-TIONS	GIRL SOC.	BOY SOC.	PEERS	LANG. ADEQ.	BODY BUILD
Jetton	Oct.	2.24*	2.29	2.19	2.32	2.04	2.21	2.36	2.27	2.34	2.42	2.26	2.16	2.06
(7,8,9)	May	2.30	2.38	2.24	2.38	2.10	2.32	2.43	2.30	2.46	2.48	2.36	2.27	2.09
Gain:		+.06	+0.09	+0.05	+0.06	+0.06	+0.11	+0.07	+0.03	+0.12	+0.06	+0.10	+0.11	+0.03
Shawnee Junior	Oct.	2.18	2.24	2.18	2.24	2.04	2.15	2.29	2.19	2.32	2.34	2.24	2.13	2.08
(8)	May	2.18	2.23	2.17	2.23	2.04	2.18	2.31	2.19	2.33	2.32	2.27	2.12	2.06
Gain:		+0.0	-0.01	-0.01	+0.01	+0.0	+0.03	+0.02	+0.0	+0.01	-0.02	+0.03	-0.01	-0.02
Shawnee Senior	Oct.	2.19	2.25	2.15	2.26	2.03	2.20	2.30	2.20	2.33	2.34	2.24	2.15	2.10
(9)	May	2.23	2.28	2.20	2.29	2.10	2.28	2.36	2.22	2.40	2.38	2.31	2.21	2.11
Gain:		+0.04	+0.03	+0.05	+0.03	+0.07	+0.08	+0.06	+0.02	+0.07	+0.04	+0.07	+0.06	+0.01
Tilghman	Oct.	2.33	2.50	2.24	2.44	2.08	2.33	2.53	2.29	2.59	2.58	2.42	2.30	2.01
(10)	May	2.29	2.43	2.22	2.39	2.06	2.32	2.48	2.22	2.53	2.51	2.41	2.28	2.06
Gain:		-0.04	-0.07	-0.02	-0.05	-0.02	-0.01	-0.05	-0.07	-0.06	-0.01	-0.01	-0.02	+0.05

*Highest possible score: 3.0

TABLE VIII
STUDENT SELF-CONCEPT SCORES
TARGET SCHOOLS
OCTOBER 1971-MAY 1972

SCHOOL	GRADES	OCTOBER MEAN SCORE	MAY MEAN SCORE	DISCREPANCY SCORE	OBJECTIVE MET
Paducah					
Jetton	7	2.23*	2.29	+.06	Yes
	8	2.27	2.33	+.06	Yes
	9	2.21	2.27	+.06	Yes
Tilghman	10	2.33	2.29	-.04	No
Louisville					
Shawnee Junior	8	2.18	2.18	0.0	No
Shawnee Senior	9	2.19	2.23	+.04	No
OVERALL:		2.24	2.27	+.03	No

*Highest possible score: 3.00

Overall Management Process

> The administrative personnel of the target schools and the project staff will implement, monitor and modify the overall program for the identified potential dropouts in the target schools during the school year 1971-72 as measured by the project records. (Monthly meetings of the superintendent, principals, total project staff).

The Director's monthly reports are on file in the evaluation office and show monthly meetings with the superintendent, principals and the total staff of each target school in both Louisville and Paducah.

Component I
Instruction
1971-72

Product Outcome I

Each student in the Instructional Component (Louisville, grades 8,9; Paducah, grades 9, 10, 11) will show an increase of 1.5 grade levels in reading and 1.5 grade levels in math from April 1971 to April 1972 as measured by the Comprehensive Tests of Basic Skills.

In order to insure the use of the test results before the closing of school, the CTBS was administered in Paducah on March 28, 1972 instead of April. This pro-rates the anticipated gain to 1.3 instead of 1.5.

The CTBS was given in Louisville in April.

Jetton:

--86% of Component I students at Jetton had pre & post scores in reading

--80% of these students showed a gain in reading

--40% met the objective in reading (1.3 or more)

--83% of Component I students had pre and post scores in math

--93% of these students showed a gain in math

--55% met the objective in math (1.3 or more)

Tilghman:

--84% of the identified students had pre and post scores in reading

--73% of these students showed a gain in reading

--32% met the objective in reading (1.3 or more)

--84% of the identified students had pre and post scores in math

--65% of these students showed a gain in math

--29% met the objective in math (1.3 or more)

Shawnee Junior:

CTBS

—74.5% of the Shawnee Junior High students had pre - post scores in reading

—70% of these students showed a gain in reading

—16% met the objective in reading (1.5 or more) on the CTBS

—78% of the students had pre - post scores in math

—51% of these students showed a gain in math

—11% met the objective in math (1.5 or more)

EDL (Reading Lab)

—93.6% of the Shawnee Junior High students had pre - post reading scores on the EDL test

—100% of these students showed a gain in reading

—94% met the objective in reading (1.5 or more) on the EDL Reading Test

Shawnee Senior:

CTBS

—82.8% of the Shawnee Senior High students had pre - post scores in reading

—89% of these students showed a gain in reading

—51% met the objective in reading (1.5 or more)

—82.8% of the students had pre - post scores in math

—76% of these students showed a gain in math

—44% of these students met the objective (1.5 or more)

The EDL Reading Test is a criterion referenced test and seems to be more appropriate.

Many of the students in this program reject the CTBS.

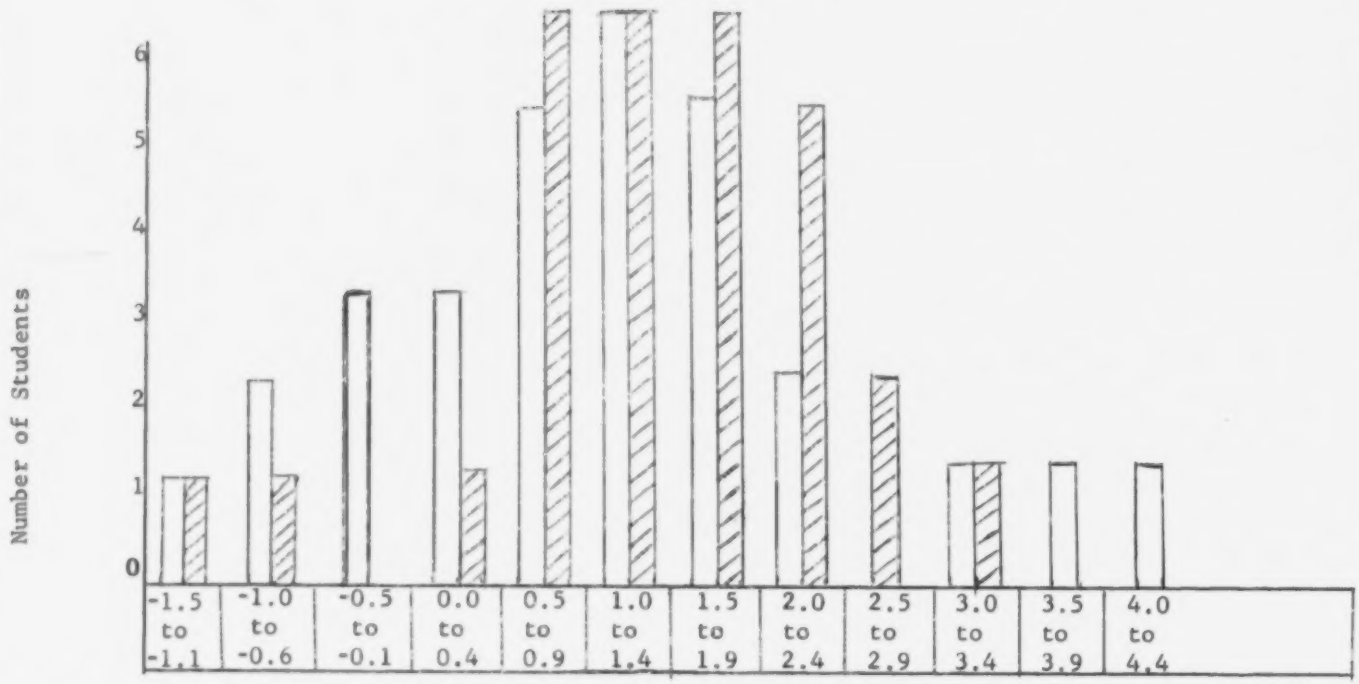
The objective as stated was not met.

Results are shown in Tables IX, X, XI, XII, XIII.

TABLE IV

Reading and Math Gains

CTBS 1971 - 72
Jetton Junior High - Paducah
Grade 9



N = 30 (Reading)
N = 29 (Math)

TABLE X

Reading and Math Gains

CTBS 1971-72
Tilghman High School - Paducah
Grades 10 and 11

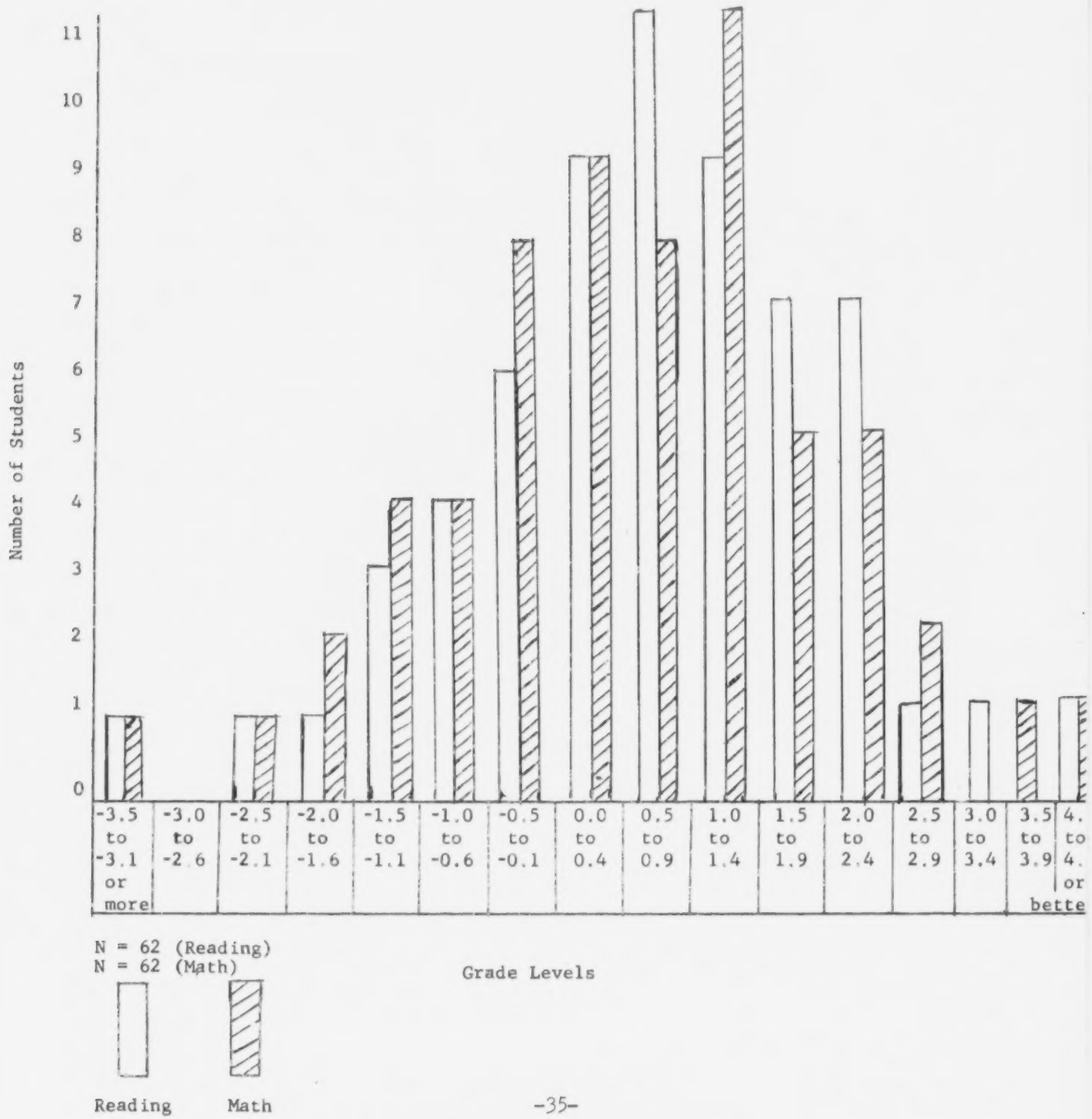


TABLE XI

Reading and Math Gains

CTBS 1971-72
Shawnee Junior High-Louisville
Grade 8

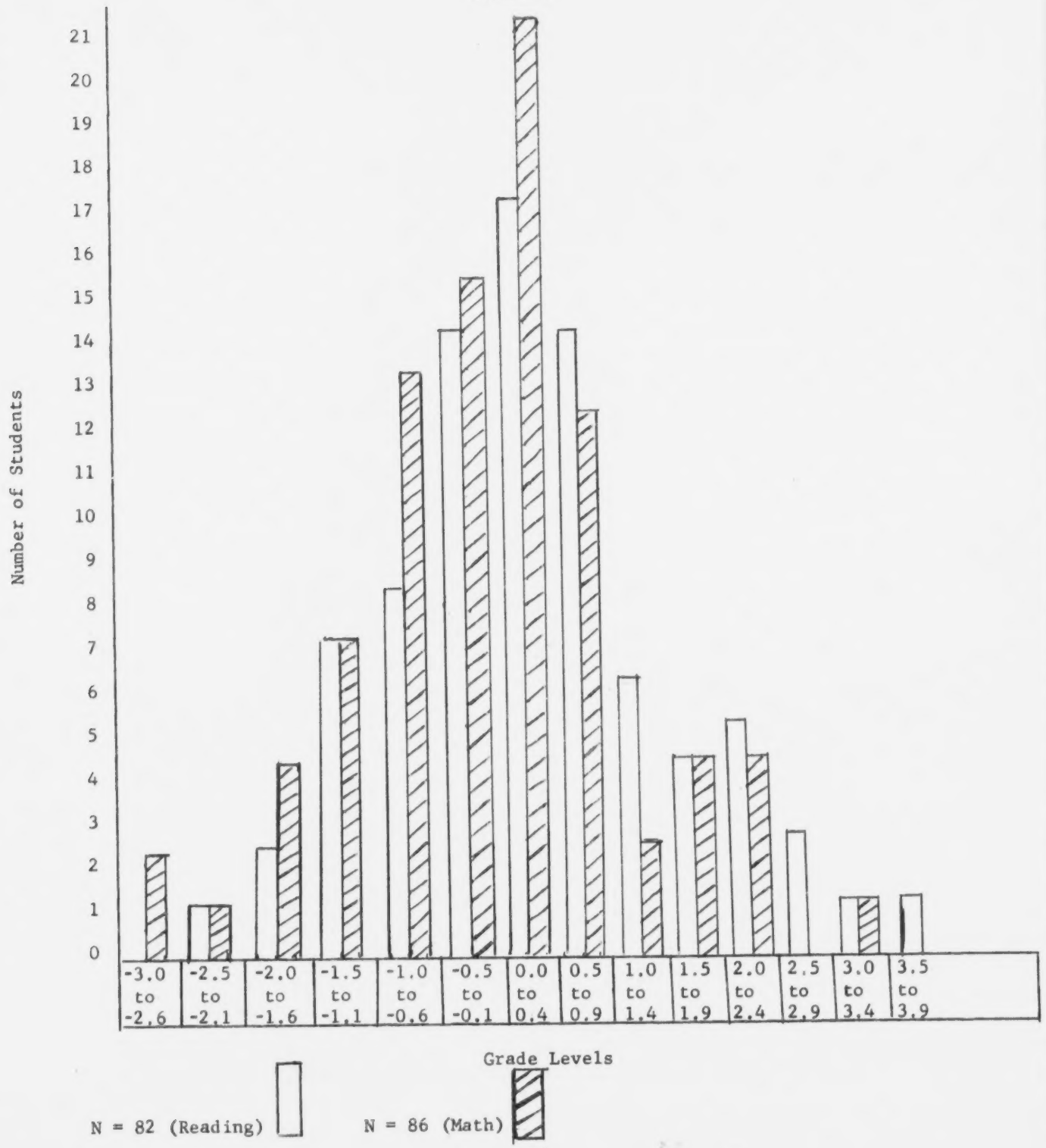


TABLE XII

Reading Gains

EDL 1971-72
Shawnee Junior High School-Louisville
Grade 8

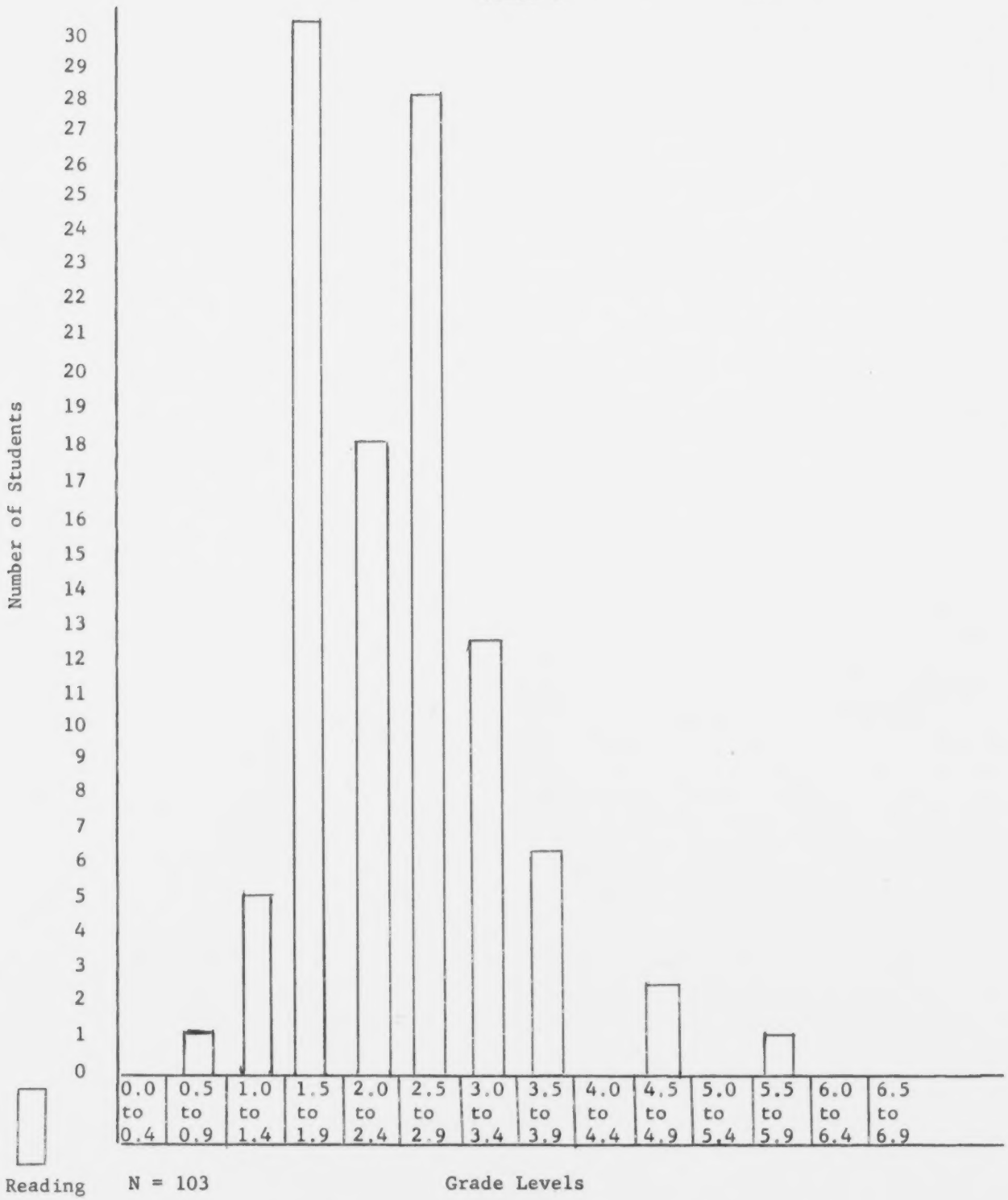
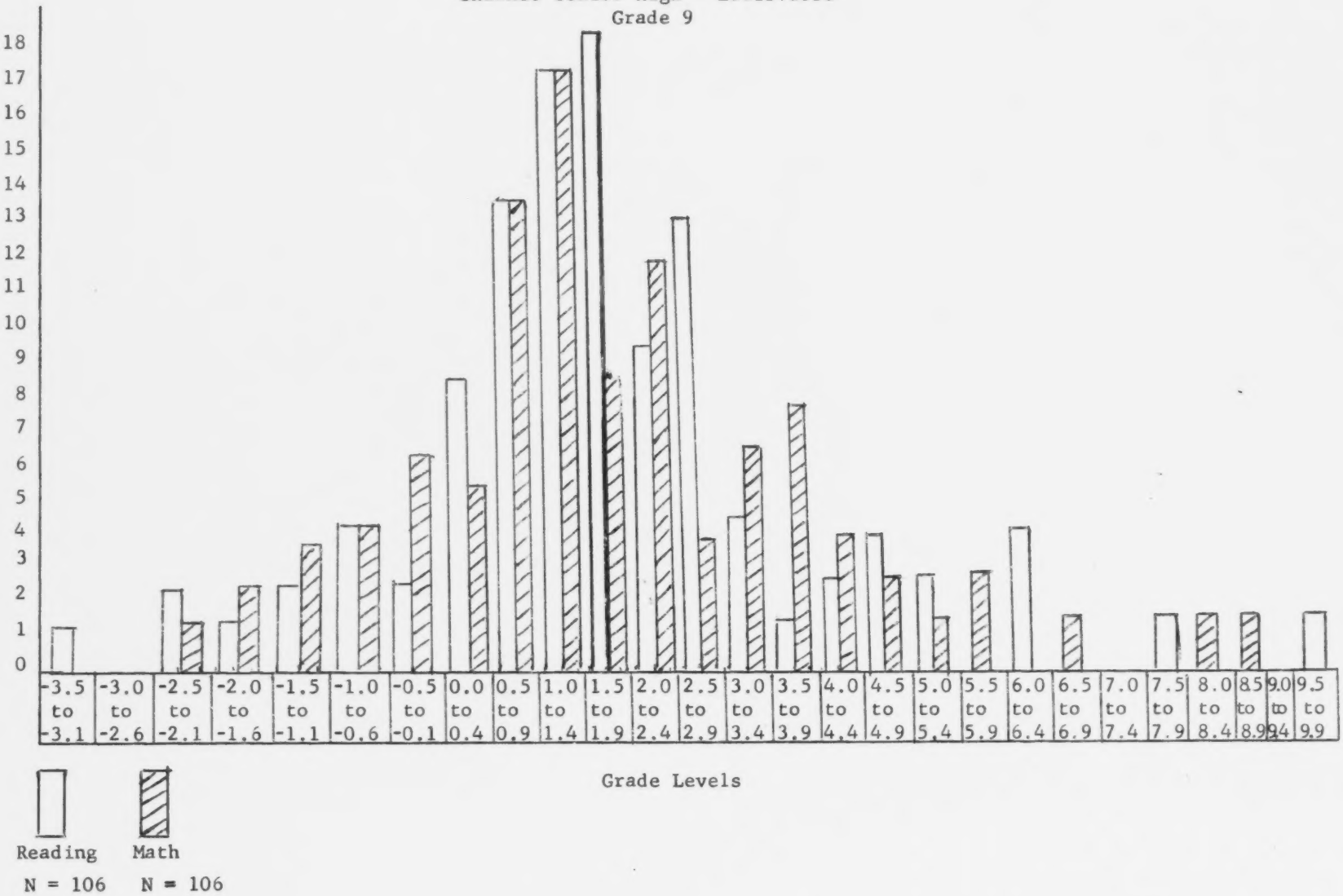


TABLE XIII

READING and MATH GAINS

CTBS 1971-72
Shawnee Senior High - Louisville
Grade 9



N = 106 N = 106

Operational Process I

> The coordinator/team leader, teachers, instructional aides, reading specialist/curriculum specialist will plan and implement a concept approach to the curriculum with special emphasis on reading and math for the identified students as measured by daily log of activities.

Each member of the Component I staff has filed a monthly report of activities and materials compiled from his daily log. These reports have been summarized and the summary sent out to each staff member monthly. These reports show weekly planning and critiquing.

A curriculum consultant, Dr Jerome Hainsworth, from Murray State University has worked with all teachers in the Paducah units on writing individualized curriculum based on the concept approach.

The curriculum specialist, Dr. Dorothy McDougal, has worked with the teachers in the Louisville units in the same manner.

The individualized units developed and the monthly reports of activities and materials are on file in the evaluation office. Teachers report that the writing of the individual units has given them a completely new approach to teaching. The teachers and students are more comfortable with this approach and it brings about greater achievement by the students.

(See Appendix A)

The objective was met.

Product Outcome II

Each student in the instructional component will show an increase of at least .05* in self-concept from October 1971 to May 1972 as measured by the Ira Gordon Self-Concept Scale.

The Ira Gordon "How I See Myself" Self-Concept Scale was given to the identified Component I students in the four schools in October and May.

--71% of the Jetton Junior High students had both a pre- and post-test.

52% of these showed a gain of .1 or more. The gains range from 0.1 to 0.4 with a mean gain of .15.

--78% of the Tilghman High School students had both a pre- and post-test.

37% of these students showed a gain of .1 or more. The gains range from 0.1 to 0.5 with a mean gain of .24.

--43% of the Shawnee Junior High students had both a pre- and post-test.

37% of these students showed a gain of .1 or more. The gains range from 0.1 to 0.6 with a mean gain of .27.

--36% of the Shawnee Senior High students had both a pre- and post-test.

50% of these students showed a gain of .1 or more. The gains range from 0.1 to 0.7 with a mean gain of .28.

The objective was not met for each student.

The results are shown in Table XIV.

*The Computer print-out gives the scores to one decimal place so the gains cannot be shown in two decimal places as stated in the objective.

Table XIV
Self-Concept Scale
How I See Myself
Four Schools
1971-72

School	Grade	N	Pre & Post N	Pre & Post %	Gains on Pre-Post Tests													
					Negative		0.0		0.1		0.2		0.3		0.4		0.5 and above		% Gain of 0.1
					N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Jetton Junior High	9	35	25	71	10	40	2	8	8	32	4	16	0	0	1	4	0	0	52
Tilghman High School	10	36	28	78	10	36	8	29	3	11	3	11	2	7	1	4	1	4	37
Shawnee Junior High	8	110	47	43	22	47	7	15	7	15	2	4	4	8	1	2	4	8	37
Shawnee Senior High	9	129	47	36	17	36	6	13	8	17	7	15	3	6	3	6	3	6	50

Product Outcome III

> By the end of the project year (1971-72) the identified students will demonstrate improved attitude toward the total program as measured by an increase of at least 10% (mean) in May over the mean in November as measured by an attitude scale and a 10% increase in attendance (total) for the year 1971-72 over the year 1970-71 as measured by school records.

A 36 item semantic distance questionaire developed by C. H. Weaver was used to measure this objective. It measures attitudes toward the following referents: teachers, classroom, study hall, study, school, school rules. In regard to both reliability and validity, Shaw & Wright report that the scale seems satisfactory for measurement of a general attitude toward the school situation and referents related to the school.

Research shows that student attitude toward school is typically less positive at the end of the year than at the beginning. The hypothesis was that given a classroom atmosphere that was stimulating, flexible, encouraging and that offered a relevant curriculum this trend would be reversed.

The referents that kept the same mean or a decrease of one point may be considered to be positive.

Results are shown in Table XV.

The attendance rate did not increase at Jetton and Tilghman. It did increase at Shawnee Junior and Shawnee Senior but not by 10%.

The objective as stated was not met.

Results are shown in Table XVI.

Table XV

Analysis by Schools and Referents of Mean Scores
Attitude Toward School Scale
Four Target Schools
1971-72

REFERENTS	Jetton Nov: 78.2% Tested N = 36 May: 85.7% Tested N = 30	Tilghman Nov: 100% Tested N = 81 May: 100% Tested N = 79	Shawnee Jr. Nov: 82.9% Tested N = 97 May: 73% Tested N = 81	Shawnee Sr. Nov: 62.3% Tested N = 80 May 58.6% Tested N = 75
CLASSROOM	Nov: 2.8 May: 2.7 % Change: -3.6	Nov: 2.7 May: 2.7 % Change: 0.0	Nov: 2.8 May: 2.8 % Change: 0.0	Nov: 2.7 May: 2.7 % Change: 0.0
RULES	Nov: 2.4 May: 2.5 % Change: +4.2	Nov: 2.5 May: 2.5 % Change: 0.0	Nov: 2.4 May: 2.5 % Change: +4.2	Nov: 2.4 May: 2.4 %Change: 0.0
TEACHERS	Nov: 2.3 May: 2.2 % Change -4.3	Nov: 2.3 May: 2.4 %Change: +4.3	Nov: 2.5 May: 2.5 % Change: 0.0	Nov: 2.3 May: 2.3 % Change 0.0
SCHOOL	Nov: 2.8 May: 2.8 % Change: 0.0	Nov: 3.3 May: 2.8 % Change: -15.1	Nov: 3.0 May 2.7 % Change: -10.0	Nov: 3.0 May: 3.1 % Change: +3.3
STUDY	Nov: 2.6 May: 2.5 % Change: - 3.8	Nov: 2.8 May: 2.5 % Change: -10.7	Nov: 2.9 May: 2.6 % Change -10.3	Nov: 3.0 May: 2.8 % Change: -6.7
STUDY HALL	Nov: 2.7 May: 2.7 % Change: 0.0	Nov: 2.8 May: 2.7 % Change: -3.6	Nov: 3.1 May: 3.0 % Change: -3.2	Nov: 2.8 May: 2.8 % Change: 0.0
OVERALL MEAN	Nov: 2.56 May: 2.54 % Change: -0.7	Nov: 2.73 May: 2.58 % Change: -5.5	Nov: 2.77 May: 2.68 % Change: -3.2	Nov: 2.66 May: 2.67 % Change +0.4

Table XVI

Attendance Rate
Students in Program Two Semesters

School	N	1970-71	1971-72	% Change
Jetton	33	89.5	87.7	-1.8
Tilghman	68	92.8	90.6	-2.2
Shawnee Junior	100	88.4	86.7	-1.9
Shawnee Senior	128	86.4	87.0	+0.7

Process Objective II & III

> The instructional staff will provide a classroom atmosphere that reflects stimulation, flexibility, encouragement and relevant instructional activities as shown by a 2.1 (mean) or better on the "Style of Teaching" inventory (Locally developed student feedback instruments and SKIT Reaction Forms will be used to monitor the process).

William Rogge's "Style of Teaching" inventory was administered to all teachers of the Component I students in the four schools in October, January and May.

Eleven of the twelve project teachers met the objective in October and January.

All twelve met the objective in May.

The overall mean for the twelve teachers for the year was 2.3 out of a possible 3.0.

The overall mean for other teachers in the same grades and schools was 2.2. See Appendix B for scores of other teachers.

The objective was met except for one teacher in October and January.

The results of the inventory for the project teachers is shown in Table XVII.

SKIT Reaction Forms and locally developed student feedback instruments were used to monitor classroom atmosphere and relevance of instruction on a monthly basis.

Jetton teachers implemented the use of student feedback instruments in October.

Tilghman, Shawnee Junior and Shawnee Senior implemented this process in January.

Although this part of the objective was met there was a lag in the time line for implementation in three of the schools.

Results of the student feedback are shown in Table XVIII.

Table XVII

Component I
Four Target Schools
"STYLE OF TEACHING"
Inventory
1971-72

Teacher Number	STIMULATING			FLEXIBLE			ENCOURAGING			OVERALL					
	Oct.	Jan.	May	Oct.	Jan.	May	Oct.	Jan.	May	N	Oct.	N	Jan.	N	May
PADUCAH															
Jetton															
0080055	2.47	2.40	2.38	2.25	2.16	2.26	1.95	2.00	2.07	19	2.22	21	2.19	18	2.24
0080802	2.63	2.69	2.58	2.22	2.20	2.29	1.69	1.94	2.03	26	2.18	27	2.28	26	2.30
Tilghman															
0280992	2.63	2.45	2.54	2.29	2.46	2.43	2.04	2.26	2.28	9	2.32	15	2.39	19	2.42
0281298	2.88	2.76	2.62	2.53	2.61	2.42	2.23	2.35	2.22	3	2.55	10	2.57	30	2.42
0281301	2.53	2.57	2.54	2.08	2.41	2.44	1.79	2.24	2.26	7	2.13	20	2.41	23	2.41
0281328	2.66	2.45	2.54	2.21	2.37	2.40	1.98	2.20	2.28	10	2.28	15	2.34	19	2.41
LOUISVILLE															
Shawnee Junior															
9085009	2.43	2.30	2.30	2.27	2.26	2.26	2.16	2.04	2.17	25	2.29	26	2.20	25	2.24
9085017	2.15	2.13	2.14	2.06	2.07	2.06	2.10	2.14	2.10	25	2.10	21	2.11	24	2.10
9085025	2.16	2.35	2.14	2.19	2.17	2.04	2.19	1.82	1.99	20	2.18	20	2.11	19	2.06
9085033	2.11	2.44	2.33	2.31	2.23	2.42	2.05	1.88	2.20	23	2.16	25	2.18	22	2.32
Shawnee Senior															
9087036	2.44	2.30	2.52	2.44	2.27	2.21	2.21	2.11	2.03	14	2.36	11	2.23	25	2.25
9087060	2.04	____	2.15	1.95	____	2.12	1.88	____	1.91	15	1.96	__	____	12	2.06

Table XVIII
Classroom Atmosphere and Instructional Activities
Student Feedback
Monthly Means*

Teacher No.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	Overall
Jetton									
0080055	3.24	3.03	3.50		3.33			3.12	3.24
0080802	3.39	3.11	2.09		3.50		3.11	2.95	3.03
Tilghman									
0281301				3.08	3.30	3.75		3.21	3.34
0281328				3.33	3.52	3.81	3.16	3.35	3.43
0281298				3.40	3.25	3.40		3.40	3.36
0280992				3.33	3.37	3.36		3.80	3.47
Shawnee Junior									
9085033				3.40					3.40
9085017				2.50					2.50
9085009				3.10					3.10
9085025				3.00					3.00
Shawnee Senior									
9087141							2.85		2.85
9087036				3.30			3.15		3.23
9087060				2.60			3.15		2.88
9087184							2.75		2.75
9087206							3.20		3.20

*Highest possible score: 4.00

Component I Management Process

> The director, principals and other administrative personnel will identify and place students. The coordinator or team leader will meet weekly with the instructional staff and the curriculum/reading specialist to plan and critique. The principal will monitor the process.

Monthly reports of the administrative personnel show that the students were identified according to the specified criteria prior to the writing of the program. Monthly reports of the coordinators/team leaders show weekly planning and critiquing.

The principals' monthly reports show regular monitoring of the program in each school.

COMPONENT II

PADUCAH*

STAFF DEVELOPMENT

Product Outcome I

At the completion of the year's in-service program, the teachers of the identified Component I students in Paducah will have done or demonstrated their ability to do the following:

1. Write behavioral objectives for at least one unit and lesson plans for that unit.

2. Identify and write in his daily lesson plans the concepts necessary for the student to perform the behavior specified.

3. Write learning activities according to the cone of learning for concept development for each lesson in the unit.

4. Teach a concept lesson based on behavioral objectives that are higher-than-lowest cognitive and achieve the results stated in the objectives.

5. Teach a concept lesson based on behavioral objectives that are in the affective domain and achieve the results stated in the objectives.

6. Tape a lesson using the socratic technique. Reteach the lesson.

7. Present a five minute lesson in the micro-teaching situation using socratic technique.

8. Hold Circle Meetings using Glasser techniques

as measured by a log of activities, materials and a copy of completed units (six, seven, eight do not apply to individualized instruction).

The logs of activities kept by the teachers, the Staff Development Coordinator and Consultant are on file. These logs show that the six Project teachers met the objective as stated. The completed individualized units are on file.

The objective was met.

Teacher numbers and titles of units are shown in Table XIX.

*This Component is funded by another Title in Louisville.

TABLE XIX
TEACHER NUMBERS
AND
TITLES OF INDIVIDUALIZED UNITS
PADUCAH
1971-72

TEACHER #	TITLE OF UNIT
0080055	Vocabulary and Word Building
0080802	Decimals
0280992	Parts of Speech
0281298	Uncle Sam Wants You
0281301	Operations with Signed Numbers
0281328	Phase Elective Reading Lab

Operational Process I

> The Component II staff will offer a one-week workshop in August on writing behavioral objectives and developing curriculum by using the concept approach and will follow up with one contact per week (30 contacts with each staff member throughout the school year) with the staffs of the junior and senior high schools as measured by Component Activity Reports.

The workshop was held August 16-20 with 38 participants.

On a locally developed reaction form the participants gave the workshop a rating of 3.18 (mean) out of a possible 4.00 as to value participation and effectiveness.

The evaluations are on file.

The Staff-Development Coordinator and the Curriculum Consultant from Murray State University have followed up with contacts with each Component I staff member in the junior high and high school.

The number of contacts per person range from 27 to 38.

A record of contacts is on file.

The objective was met for all teachers except one. This teacher had 27 of the 30 contacts required.

See Appendix A for excerpts from evaluation tape.

The record of contacts is shown in Table XX.

TABLE XX
CONTACTS WITH COMPONENT I TEACHERS
BY CONSULTANT AND STAFF DEVELOPMENT COORDINATOR
1971-72

RECORD OF CONTACTS	
Junior High Curriculum Specialist	38
Junior High English Teacher	34
Junior High Math Teacher	30
Senior High Reading Specialist	33
Senior High Math Teacher	38
Senior High Social Studies Teacher	31
Senior High English Teacher	27

Product Outcome II

> By the end of January 1972 at least 75% of the staff of the junior and senior high schools Components I & III (Paducah) will attain "level 3" (scale of 5) for facilitating human relations as measured by the Carkhuff Scale and will maintain the level throughout the school year as measured by random tapes of interaction with students and other staff members.

Taping of counseling sessions and group discussions was implemented in October by those counselors and teachers at the junior high who had been trained in the Carkhuff Model of facilitating human relations. Training of new personnel in the junior high and senior high was implemented in September, but the need for team building and job orientation took precedent and a rating of tapes on all personnel was not completed until April. A typescript was made of five interchanges at the beginning of each session, five in the middle and five at the end. These typescripts were rated by four graduate students in counseling at Murray State University and the mean of these four ratings was recorded for each person. The inter-rater reliability of the four raters was .88, calculated by Ebel's sum of squares formula. Research shows that for personnel who have not been trained in the Carkhuff Model:

--Classroom teachers operate at a level of 2.10 (Aspy and Hadlock, 1966)
--High School Guidance Counselors at a level of 1.89 (Martin and Carkhuff 1967)
--Experienced Counselors and Therapists at a level of 2.13 (Carkhuff, 1967)

The objective as stated was not realistic and has been modified for 1972-73.

The objective was not met.

The results are shown in Table XXI.

TABLE XXI
RATINGS BY CARKHUFF SCALE
FOR
FACILITATING HUMAN RELATIONS
1971-72

FACILITATOR	APRIL	MAY
A	2.00	2.51
B	2.15	1.90
C	2.45	1.90
D	2.53	3.03
E	2.93	2.39
F	2.04	2.15
G	2.18	2.56
H	2.59	2.50
I	2.38	1.89
J	2.63	2.70

Operational Process II

> The Component II staff will offer a one-week workshop in August on Systematic Human Relations using the Carkhuff model and follow up with at least one contact bi-weekly (15 contacts with each staff member) throughout the school year with the staffs of the junior and senior high schools as measured by Component Activity Reports.

The workshop was held August 9-13 with 33 participants. The participants gave the workshop a rating of 3.66 (mean) out of a possible 4.00 as to value, participation and effectiveness. The evaluations are on file. The Human Relations Consultant from Murray State University and the Staff Development Coordinator followed up with contacts at the junior high school and senior high school bi-weekly. The number of contacts range from 16 to 39.

See Appendix A for excerpts from an evaluation tape. It was found that bi-weekly contacts were not sufficient to meet Product Outcome II, so the objective has been modified for 1972-73.

The objective was met.

The record of contacts is shown in Table XXII.

TABLE XXII
CONTACTS WITH STAFFS OF JUNIOR
AND
SENIOR HIGH SCHOOLS
BY
COORDINATOR AND HUMAN RELATIONS CONSULTANT
1971-72

RECORD OF CONTACTS	
Junior High Curriculum Specialist	24
Junior High English Teacher	33
Junior High Math Teacher	16
Junior High Guidance Counselor	34
Junior High Home-School Coordinator	39
Junior High Group Counselor	36
Senior High Social Studies Teacher	26
Senior High Math Teacher	30
Senior High English Teacher	21
Senior High Reading Specialist	21
Senior High Counselor	32

Product Outcome III

> At least 75% of the staff of the elementary school (Cooper) who are in the in-service program will demonstrate an increase of at least 20% in acceptance and encouragement from November 1971 to May 1972 as measured by the total percentage of tallies in the 1, 2, and 3 categories of Flander's Interaction Analysis.

Due to the fact that this school did not have a principal, many difficulties were encountered in implementing the program as stated in the objectives. The time line of the program had to be modified to orient the staff to the in-service plans, to hold individual conferences with each teacher as to problems, forces helping/hindering job performance, major problems of the school and to build a working relationship. The Inter-action Analysis technique was implemented in January. Observations were made each month and the percentages for each teacher are on file. The objective was met.

Results are shown in Table XXIII.

TABLE XXIII
ANALYSIS OF CLASSROOM ATMOSPHERE
PERCENTAGE OF TALLIES IN CATEGORIES 1, 2, 3
FLANDERS INTERACTION ANALYSIS
COOPER ELEMENTARY
1971-72

TEACHER	MEAN % JAN.	MEAN % MAY	DIFFERENCE	OBJECTIVE MET
0680230	8.5	23.7	+ 15.2	Yes
0680400	3.5	9.8	+ 6.4	Yes
0680192	6.0	7.0	+ 1.0	Yes
0680028	6.2	5.4	- 0.8	No
0680052	6.9	13.4	+ 6.5	Yes
0680486	2.9	4.0 (March)	+ 1.1	Yes
0680443	10.6	16.2	+ 5.6	Yes
0680397	5.0	10.1	+ 5.1	Yes
0680044	4.7	4.9	+ .2	No
0680095	1.5	6.8	+ 5.3	Yes
0680346	7.0	4.5	- 2.5	No

Operational Process III

> The elementary staff-development coordinator will offer weekly in-service training (XICOM Interpersonal Communication Skills, Questionning, Lesson Planning, Behavioral Objectives) as measured by a log of activities and Reaction Forms.

Staff records show that the in-service training was offered on a weekly basis in the areas listed in the objective. There were eleven teachers in the program. The Curriculum Consultant from Murray State University worked with the teachers on questionning skills.

Tapes of classroom interaction were made and analyzed by Interaction Analysis.

See Appendix D.

In February the faculty decided to spend the remainder of the year writing health units, grades 3 through 6, using the behavioral objective and concept approach.

The Curriculum Consultant from Murray State University worked with them on a weekly basis on writing objectives for the units and clarifying the writing process. Eleven teachers were involved in this activity. This process evolved from a need observed by the elementary coordinator.

The objective was met.

Product Outcome IV

> At least 75% of the staff of the elementary school (Cooper) who are in the in-service program will demonstrate a decrease of at least 50% in the number of isolates in their classrooms from November 1971 to May 1972 as measured by a sociogram.

Each teacher ran a sociogram on his class in November. The number and names of the isolates were recorded for each classroom. The second sociogram was made in May and the number and names of the isolates were recorded for each classroom. The entire faculty of 18 ran the sociograms Fifteen of the 18 reduced the original isolates by 50% or more, however, some new isolates appeared on the May sociograms.

The objective as stated was not met.

The results of the sociograms of the teachers in the in-service program are shown in Table XXIV.

TABLE XXIV
ISOLATES IN NOVEMBER AND MAY
FOR
ELEVEN COOPER ELEMENTARY TEACHERS
IN THE IN-SERVICE PROGRAM
1971-72

TEACHER	NOVEMBER	MAY	OBJECTIVE MET
0680230	0	2	No
0680400	4	3	No
0680192	5	6	No
0680028	3	3	No
0680052	4	2	Yes
0680486	Reading Lab Teacher		
0680443	Reading Lab Teacher		
0680397	3	3	No
0680044	2	6	No
0680095	4	0	Yes
0680346	3	1	Yes

Operational Process IV

> Seventy-five percent of the participants in the in-service program will practice the skills as measured by an increase of at least 20% in the positive and neutral categories of an observation checklist from February to May 1972. Each teacher will be observed monthly. An individual conference will follow each observation.

Records show that each teacher was observed monthly and an individual conference was held with each teacher to discuss the observation results. The classroom observation schedule (Tool 11) from Diagnosing Classroom Learning Environments (SRA) by Fox, Luszki, & Schmuck was used for the observations. Two teachers who were operating on a high level at the beginning of the training did not show a 20% increase. The objective should have been stated to take care of such cases.

A communications Skills Feedback Sheet was developed by the elementary coordinator to observe the use of five communications skills which were presented in the in-service sessions. The observations were made in March and April in regular classroom sessions as the teachers practiced using these skills. Seven teachers were observed from two to four times and demonstrated the five skills. Two teachers demonstrated all five skills in one session.

Even though the results were favorable, the objective as stated was not met. Results are shown in Table XXV.

TABLE XXV
CLASSROOM OBSERVATION SCHEDULE
POSITIVE AND NEUTRAL CATEGORIES
I-B, 1 & 2; II-A, 1 & 2; II-B, 1 & 2
COOPER ELEMENTARY
1971-72

TEACHER	FEBRUARY		MAY		% GAIN	OBJECTIVE MET
	Positive	Neutral	Positive	Neutral		
0680230	10	5	2	4	-60	No
0680400	1	5	11	3	+133	Yes
0680192	5	5	11	7	+80	Yes
0680028	1	7	4	6	+25	Yes
0680032	5	6	4	0	-64	No
0680486	5	1	15	2(Apr.)	+183	Yes
0680443	0	0	13	4		Yes
0680397	9	1				
0680044	9	4	13	4	+31	Yes
0680095	17	6	10	3	-43	No
0680346	5	8	4	10	-8	No

Component II Management Process

> The staff development coordinators (junior and senior high and elementary) will meet with the director, principals and representatives of their staffs to plan the in-service program, to critique and modify as warranted, will implement and coordinate the activities. The principal will monitor the process.

The monthly reports of the Coordinator of Staff Development for the junior and senior high school and the Coordinator for the elementary school show meetings with the director, principals and members of their staffs to plan and critique. The program has been modified in response to needs, was implemented according to schedule and the activities were carried out as planned. Principal's reports show monitoring of the component activities.

Component III
Student Services
Paducah & Louisville
Four Schools
1971-72

Product Outcome I

The identified Component I & III students who had three or more disciplinary referrals in 1970-71 will demonstrate a decrease of at least 10% (total) in 1971-72 as measured by school discipline files.

Behaviors which have been classified as discipline problems are now considered symptoms of problems that can be worked out through group counseling and the use of the Glasser Circle in the classrooms. Most of the discipline referrals at Shawnee Junior and Shawnee Senior occurred during the first semester before the program became fully implemented. A record of discipline referrals was not kept in these schools in 1970-71.

The objective was met in the schools having baseline data.

Results are shown in Table XXVII.

TABLE XXVI
DISCIPLINE REFERRALS TO PRINCIPAL'S OFFICE
FOUR TARGET SCHOOLS
1970-71 AND 1971-72

SCHOOL	N	TOTAL 1970-71	TOTAL 1971-72	% DECREASE	OBJECTIVE MET
Jetton	24	139	86	31	Yes
Tilghman	8	25	14	44	Yes
Shawnee Junior	No Record		86 Total		
Shawnee Senior	No Record		128 Total		

Product Outcome II

The identified Components I & III students will demonstrate a decrease of at least 30% in suspensions (total) over the suspensions in the school year 1970-71 as measured by school discipline files.

The suspensions reported in 1971-72 show an increase over 1970-71; however they are of a different nature due to a change in policy. Those in 1970-71 were for three days or more while those in 1971-72 were only until the student brought his parents to the school for a conference. Some were of no more than thirty minutes duration.

The change in policy is positive.

The objective as stated was not met.

Results are shown in Table XXVII.

TABLE XXVII
SUSPENSIONS
FOUR TARGET SCHOOLS
1970-71 and 1971-72

SCHOOL	N	1970-71	1971-72	% CHANGE	OBJ. MET
Jetton	121	4	5	+25	No
Tilghman	85	16	22	+37.5	No
Shawnee Junior	111	5	10	+100	No
Shawnee Senior	129	5	8	+60	No

Product Outcome III

> The rate of juvenile offenses for the identified students in the school year 1971-72 will decrease by at least 30% over the rate for 1970-71.

Objective deleted. The collection of accurate data involved confidential records.

Operational Process I & II-A

> The counselors will have weekly contacts (30 contacts with each student) via individual counseling and group discussions (Glasser Circle) with Components I & III students as indicated by Counselor Reports.

The objective was amended to read "The Counselors/staff will have..." The counselors keep a daily log of activities. Counseling contacts by counselors and other staff members with each identified student are tabulated. Counseling is done individually and in groups.

Jetton did not meet the objective of 30 contacts for each student. Although some students did not have 30 contacts, the average number of contacts per student was 43. These were made by two counselors, one Home School Coordinator and other staff members. Contacts were made according to the needs of the students; some daily and others monthly.

Tilghman did not meet the objective. The average number of contacts per student was 12.3 These were made by one counselor according to the needs of the students.

Shawnee Junior and Shawnee Senior do not have counselors for the project students, therefore this objective was not realistic for these two schools and has been amended for 1972-73.

Counseling is done by the school counselors, project teams and Home-School coordinators.

The average number of contacts for Shawnee Junior was 8.5.

The average number of contacts for Shawnee Senior was 9.4.

Since counseling took place according to the needs of each indivdual student the objective as stated was not met.

Results are shown in Table XXVIII.

TABLE XXVIII
COUNSELING CONTACTS
PERCENTAGE OF STUDENTS WITH 30 CONTACTS
1971-72

SCHOOL	N	NO. MEETING OBJECTIVE	PERCENTAGE
Jetton	121	69	57
Tilghman	85	6	7
Shawnee Junior	110	6	6
Shawnee Senior	128	4	3

Operational Process I, II-B

> The Home-School Coordinator, counselor or other school personnel will visit the home of each identified student in Components I and III at least bi-monthly and have at least one other contact with the parents of each student (five home visits and five other contacts) as shown by monthly reports of staff activities.

The Home-School Coordinators, counselors and other personnel keep a daily log of activities. Home visits, attempted home visits, telephone calls and letters to parents are tabulated.

Jetton: All homes except nine were visited from one to thirty times, and had at least five other contacts. Those that were not visited either had parents who did not want school contacts or the students were in school a short time.

Tilghman: Did not have a Home-School Coordinator but the counselor and other personnel visited thirty-five homes from one to five times.

Shawnee Junior: All homes were visited from five to nineteen times by two Home-School Coordinators and the parents had at least five other contacts.

Shawnee Senior: All homes except two were visited from five to twenty-one times and the parents had a least five other contacts.

The objective as stated was met by one school and was met 98.4% by one. Results are shown in Table XXIX.

TABLE XXIX
HOME VISITS AND OTHER PARENT CONTACTS
1971-72

SCHOOL	N	NO. MEETING OBJECTIVE	% MEETING OBJECTIVE
Jetton	121	62	51
Tilghman	Not Applicable		
Shawnee Junior	110	110	100.0
Shawnee Senior	128	126	98.4

Product Outcome IV

From October 1971 to May 1972 at least fifty percent of the Components I and III students will move in a positive direction in at least three areas of a locally developed health checklist.

Each identified student was examined by the school nurse or a doctor in October and again in May and given a 1 to 5 rating on 14 items of a locally developed checklist.

Twenty-five students at Jetton improved in at least three areas and eighteen at Shawnee Junior High improved in at least three areas.

There was very little change at Tilghman High and Shawnee High.

Twenty-five percent of the total number in the four schools improved in two or more areas.

Fifty percent seems to be an unrealistic goal.

The objective was not met.

Results are shown in Table XXX.

TABLE XXX
HEALTH CHECKLIST
STUDENTS HAVING A PRE & POST EXAMINATION
FOUR TARGET SCHOOLS
1971-72

SCHOOL	NUMBER PRE POST	NUMBER MEETING OBJECTIVE	PERCENTAGE
Jetton	78	25	32.1
Tilghman	68	3	4.4
Shawnee Junior	105	18	17.1
Shawnee Senior	127	0	0

Operational Process IV-A

> The nurse will screen all the Components I & III students for health deficiencies (hearing, vision, dental, etc.) as measured by individual health records.

Students were screened for health deficiencies in the four schools in October.

This data is recorded for each student.

The objective was met.

Operational Process IV-B

> One hundred percent of the Components I and III students referred to the nurse will receive treatment, counseling, or education or will be referred to the proper medical agencies as measured by the nurse's records.

The nurses' records show the names of students treated or referred to the proper medical agency, the date, nature of the illness and treatment. These records are on file.

A total of 83 students received dental care, 33 students were fitted with glasses and 6 students received surgical treatment through the efforts of this program.

The objective was met.

Results are shown in Table XXXI.

TABLE XXXI
Cases Treated Through Project

SCHOOL	DENTAL	OPTICAL	SURGICAL	TOTAL CASES
Jetton (full time nurse)	29	11	3	1252
Tilghman (½ time nurse)	21	2	3	765
Shawnee Junior (school nurse)	33	15		562
Shawnee Senior (school nurse)		5		357

Component III Management Process

> The administrative personnel of the target schools and the director will monitor the program, provide support for operations and modify the program when data warrant as shown by monthly management reports.

The director's and administrative personnel's monthly reports show monitoring of the program through staff meetings and observation. The program was modified in response to needs.

CONCLUSIONS

Objective	Met	Partially Met	Not Met	Positive Results	Not Realistic	Modified 1972-73	Recommend Modification 1972-73
Overall							
I			X	X	X		X
II			X	X			
III		X		one school			
IV		X		3 grades			
V			X				
VI		X		2 schools			
Component I							
Product I		X			X		X
II		X			X		X
III			X		X		Drop
Process I	X						
II and III	X						
Component II							
Product I	X						
II			X		X	X	
III	X						
IV		X		X			
Process I		98.6%		X			
II	X						
III	X						
IV			X	X			
Component III							
Product I		X					
II			X				X
III		Deleted					
IV			X		X		X
Process I-II-A		X			X	X	
I-II-B		X			X	X	
IV-A	X						
IV-B	X						

RECOMMENDATIONS

1. On the basis of the success of the staff development program, the recommendations are to:

   —Place curriculum coordinators in each school.
   —Extend the training in human relations and curriculum development to the total staff in target schools.

2. As a result of the dramatic improvement shown by all Shawnee Junior High students on the EDL reading tests, the recommendations are to:

   —Place all Project students in individualized reading and math programs.
   —Use criterion referenced tests to measure achievement in reading and math.

3. On the basis of the students' progress shown in the 7th, 8th, and 9th grades in comparison to the 10th and 11th, the recommendation is:

   —To extend the program to the elementary schools in both school systems.

4. Due to the success of the programs initiated at Jetton in Paducah over the past three years, evidenced by increased self-image of students and preference of this school by teachers and parents, it is recommended that these programs be expanded into all units of the project.

APPENDICES

APPENDIX A
EXCERPTS FROM EVALUATION TAPE
CONSULTANT AND TEACHERS

Consultant: .....does it bother you to have this free and open classroom?

Teacher A: No. When the student knows the behavioral objective set up for the lesson, each student must learn according to his own style---if another student helps him this gives him a good feeling---that someone is willing to help. These students know they are not achieving and they are asking for help---from teacher or friend.

Consultant: You are creating an environment where they are not afraid to ask for help.

****

Consultant: I would like your opinion of the self-instructional units.

Teacher B: The self-instructional units, with the behavioral objective approach, caused confusion at the beginning of the year. The student couldn't believe the evaluation would be testing whether these objectives had been met. When they got used to this they liked knowing what the objective was at the very beginning ---what concept they were trying to understand.....there is no doubt that the students are doing better work.

Consultant: How has it affected your teaching style?

Teacher B: .....I have taught every lesson this year according to this plan except three-using behavioral objectives, concept, learning activities, pre-post test.

Consultant: ....You have taught nine years and previously you used the lecture discussion approach?

Teacher B: Yes, this has eliminated the lectures for me .....

Consultant: You liked the lecture?

Teacher B: I loved it - it was easier....as far as effectiveness, the new method is better. I don't think I'm any more lenient in my questioning this year and I've had almost no failures - before, I've had, believe it or not, around 15 out of 100 failures.

Consultant: You attribute this to the new method?

Teacher B: Yes, I think so.....its a lot of hard work.

****

Consultant: Your students have indicated that you are a superior teacher. What would you say to teachers coming into a situation like this, with low-achieving students?

Teacher C: .....a combination of things you can do. First, a well-written course and know where you are going. Behavioral objectives.....(laughter)

Consultant: That's good....I like to hear that (laughter).

Teacher C: That's the truth! Concepts outlined, pre-test, the whole process for writing a self-instructional unit.....I'm sold on it. My student teacher came in and developed his lessons along the same format and found the structure helped in a situation that had been chaos at first.

Consultant: What about structure? Some say you don't want structure .....obstructs creativity.

Teacher C: Well, the method by which you reach your objective can be whatever you wish.....you have to know the direction in which you are moving - how you get there is the place you can be creative.....

Consultant: What can you tell me about techniques?

Teacher C: Well! You have to like the kids. You have to make more of a commitment than just casual concern. A commitment to the kid emotionally - you have to start here - then when a problem develops you can remain cool - you really like that kid sitting in that desk and you can deal with behavior that was not on the program for that day.....the old statement: "The kid is not bad - the behavior is wrong."

Consultant: How does this come about?

Teacher C: I don't know. I do think you may have to start in a mechanical way with what Dr._____ (Human Relations Consultant) calls reflective listening - give back to him what he is saying or feeling and he at least knows you have heard him - then, later, the student will come around and insist on more of a commitment—you've started to listen to him and if you are a human being you are going to respond.

You can't love everyone as soon as he walks into the room but you can set up a situation where that can happen. But if you just decide "I'm not going to inquire at all about his feelings at this point, I'm not going to get concerned".....then it's not going to happen.

****

Consultant: What do you think is the key to success in working with low-achieving, troublesome students? By the way, I know from interviewing some of your students that you <u>are</u> successful.

Teacher D: .....teacher has to have rapport with the student in a relationship which includes such things as respect, knowing the student and seeing him as someone who has the potential to achieve...they have never known success...to be successful does something for all of us.

Consultant: How do you help them to get this success?

Teacher D: ...let them know that we have positive feelings for them ...giving them recognition...being able to relate to conditions in society - let them know you understand these are perplexing times...you have to appreciate that you are working with 100 different personalities.

Consultant: ...appreciate and accept their values.

Teacher D: ...you cannot interject your own values - you have to listen...

Consultant: ...You have a freer classroom, the students are more open, not seated in rows and ... do you think this is a hindrance to learning?

Teacher D: No, I don't, as long as the student is subjected to real objectives that have been listed. Regardless of how the student reaches these objectives...help from another student - this lets them know someone is interested enough to help-some of these kids are asking for help, whether it be from a teacher, friend or another student.

Consultant: You create an environment where they are not afraid to ask for help - it is not a disgrace. I think this is an important point. I noticed that in the class I observed.

APPENDIX A
(CONTINUED)
EXCERPTS FROM EVALUATION TAPE
CONSULTANT AND STUDENTS

Consultant: ...What causes you to want to work in a class?

Student A: In the English classes now you get to choose what you want to study (Phase Elective English) - It's sort of an individual thing. I've had 2 different teachers for the 4 different areas I chose - one each 9 weeks - this way you don't get bored - I had "Right On" the first 9 weeks, then"Mystery" then "Afro" and now to "Mass Media" - you just don't get bored.

Consultant: Some classes you don't study in - don't care - do the teachers make a difference?

Student A: .....we know the teachers are the boss but they have to get in there and get involved with us if we are going to get the job done.....

Student B: They compromise.....

Stucent A: They get down on our level.....

Consultant: .....interested in what you are interested in.

Student A: .....relaxed.....if anybody takes advantage of this the teacher has to put her foot down.

Consultant: What can teachers do to help students respect one another and work better?

Student B: Get involved.....let them know they care. Mrs. _____ cares she will spend a whole hour explaining something you don't understand - with any student - she shows she really cares. If the teacher respects the students, the students will respect each other - they try harder.

Consultant: .....unruly students -- is this their fault or the teachers?

Student A: .....there are some that are bums - the teacher can't help some students.....

Student B: .....last year I hated English and all my teachers- I had a "don't care" attitude. My first course this year I enjoyed and now I like English better.

Consultant: What is the difference?

Student B: Well, when I first went in the class this year I expected it to be like last year but the first day the teacher came over to me and started talking to me about my family and all and I thought "this is going to be different"..... then I just got to where I liked to come in here - because of her .....she's helped me so much.

Student A: You can relax.....

Student B: I don't feel like I have to be by myself.....last year I just sat in the back of the room.....my teacher didn't show any interest in anything...we studied literature and it was boring.

Consultant: .....but you are studying literature this year.....

Student B: .....but it's different - you put yourself in the character's place....."what would <u>you</u> do?".....it's different.

APPENDIX B
STYLE OF TEACHING
ALL NINTH GRADE TEACHERS

JETTON

TEACHER NUMBER	OVERALL AVERAGE N	OCTOBER	N	JANUARY	N	MAY
*0080055	19	2.22	21	2.19	18	2.24
0080063	14	2.02	13	2.02	16	1.93
0080144	18	2.04	16	2.17	11	2.04
0080187			21	1.74	17	1.69
0080209	10	2.23			10	2.19
0080233	15	2.15	8	2.26	13	2.23
0080365	37	2.22	29	2.34	36	2.15
0080381	17	2.14			15	2.28
0080489			12	2.32	12	2.21
0080721	16	1.92	14	1.96	16	1.84
0080799	43	2.08	14	2.15	36	2.13
*0080802	26	2.18	27	2.28	26	2.30
0080829	9	2.47	11	2.54	9	2.50
0080837	13	2.29	13	2.16	11	2.23
0080888	28	2.14				
0080926			17	2.17	19	2.01

*Component I Teachers

APPENDIX B
STYLE OF TEACHING
ALL TENTH GRADE LEVEL I TEACHERS
(CONTINUED)

TILGHMAN

TEACHER NUMBER	N	OCTOBER	N	OVERALL AVERAGE JANUARY	N	MAY
0280127	13	2.19	21	2.35	21	2.42
0280313	9	1.96	10	2.10	9	2.06
0280348	17	2.10	15	2.26	14	2.24
0280364	17	2.01	29	2.22	39	2.25
0280577	16	2.20	17	2.12	13	2.09
0280593	15	2.17	17	2.24	12	2.33
0280887	15	2.10	17	2.43	9	2.31
*0280992	9	2.32	15	2.39	19	2.42
0281093	18	2.15	32	2.35	15	2.05
0281204	16	2.22	29	2.25	16	2.22
0281263	24	2.39	23	2.34	33	2.53
0281271	27	2.13	26	2.25	23	2.19
*0281298	3	2.55	10	2.57	30	2.42
*0281301	7	2.13	20	2.41	23	2.41
*0281328	10	2.28	15	2.34	19	2.41

*Component I Teachers

APPENDIX B
STYLE OF TEACHING
ALL EIGHTH GRADE TEACHERS
(CONTINUED)

SHAWNEE JUNIOR HIGH

TEACHER NUMBER	N	OCTOBER	N	OVERALL AVERAGE JANUARY	N	MAY
*9085009	25	2.29	26	2.20	25	2.24
*9085017	25	2.10	21	2.11	24	2.10
*9085025	20	2.18	20	2.11	19	2.06
*9085033	23	2.16	25	2.18	22	2.32
9085041	24	2.30	22	2.29		
9085068	27	2.14	24	2.27		
9085076	35	2.28	39	2.21		
9085084	13	1.99	15	1.91		
9085092	26	2.05			24	2.07
9085106	24	2.09	25	2.05	25	2.12
9085114	16	1.90	24	1.91	23	1.95
9085122	21	2.08	21	2.07	24	1.95
9085130	17	2.21	25	2.07	26	2.14
9085149	20	1.96	25	2.05	21	2.12
9085157	20	2.20			19	1.95
9085165					22	2.01
9085173	15	2.29				
9085181	18	2.13	31	2.11	19	1.85
9085203	35	2.11			17	1.91

*Component I Teachers

APPENDIX B
STYLE OF TEACHING
ALL NINTH GRADE TEACHERS
(CONTINUED)

SHAWNEE SENIOR HIGH

				OVERALL AVERAGE		
TEACHER NUMBER	N	OCTOBER	N	JANUARY	N	MAY
9087001	17	2.18			18	2.11
9087028	3	2.36	12	2.34	23	2.14
*9087036	14	2.36	11	2.23	25	2.25
9087044	21	2.29	15	2.25	13	2.17
9087052	17	2.06	21	2.02	18	1.92
*9087060	15	1.96			12	2.06
9087079	20	2.45				
9087087						
9087095						
9087109	15	2.13	9	2.15		
9087117	26	2.13	16	2.18	16	2.03
9087125	16	2.08				
9087133	7	2.38	6	2.32	13	2.38
9087141	11	1.96			17	1.87
9087168	18	2.16			12	2.08
9087176	12	2.05			20	2.07
9087184	10	1.92			16	2.15
9087192	17	2.20	24	2.24	19	2.20
9087206	25	2.32	35	2.26	3	2.30
9087214			21	2.20		
9087222					18	1.93

*Component I Teachers

APPENDIX C

MEASUREMENT INSTRUMENTS

1. Comprehensive Test of Basic Skills, California Testing Bureau, McGraw Hill.

2. Ira Gordon Self-Concept Scale, "How I See Myself"
Realibility: From three test-retest reliability studies, the correlation coefficients are .78 for third graders, .89 for fifth graders, .82 for eighth graders, and .87 for eleventh graders. The instrument is usable for group comparisions, but is not recommended for individual diagnosis as the reliability coefficient should be over .90 for this purpose.
Validity: The test shows low but significant correlation between all parts of the test and observed classroom behavior. Some factors seem more valid than others.

3. Attitude Toward School by C. H. Weaver
Reliability: Split-half reliability coefficient is .92 $\pm$.06 of scale interval of a seven-point scale.
Validity: Weaver (1959) reports that the attitudes, as measured by this instrument, were found to be related to accademic achivement scores of the students.
Shaw & Wright report that the scale seems satisfactory as to reliability and validity.

4. Style of Teaching Inventory by William Rogge, University of Illinois
The reliability and validity of this test has been tested extensively by Dr. Rogge with teacher training classes and summer experimental programs.

5. Student Feedback
   (a) Skill Development in Teaching (SKIT)
   Reaction Forms developed by Edmund Amidon, Peggy Amidon and Barak Rosenshine
   (b) Teacher-Made Forms measuring specific reactions to learning activities (These may vary from time to time.)

6. Observation Checklist
Tool 11 - SRA, Diagnosing Classroom Learning Environment - Fox, Luszki, Schmuck

7. Sociogram
Tool 5, sections 1 and 2 and Tool 6 - SRA, Diagnosing Classroom Learning Environment - Fox, Luszki, Schmuck

PROJECT VIII
PADUCAH PUBLIC SCHOOLS

REPORT TO THE PROFESSION
on a new design for dropout prevention

Volume 3, Number 2 | Paducah, Kentucky | February 1972

The Editor Interviews

Teachers Use Interaction Analysis to Improve Questioning Skills

David Morris, assistant principal at Cooper-Whiteside Elementary School, invited the writer to visit Cooper-Whiteside to discuss the in-service program under the auspicies of Project VIII. The writer was very fortunate in arriving while Morris, Dr. Jerome Hainsworth, Project VIII consultant, and Harvey Warren, teacher, were having a conference on Warrens classroom questioning techniques. As the writer entered the room, she saw Morris tallying numbers on the board as the three listened to a tape of Warren's social studies class.

WARREN: I am concerned with getting children more involved in the classroom discussion through my questioning techniques. I taped a class and I tried to make it as normal as possible - and Dr. Hainsworth and Mr. Morris helped me analyze the classroom interaction.

MORRIS: We are using Flanders Interaction Analysis to code the interaction between the teacher and the students. (See page 2) Warren's first tape lacked 9's. (A student answers a divergent, or evaluative question or makes a statement without being asked a question) However, he had a lot of 2's (praise) He had a 4, 8, 2 pattern. Or in other words, he asked a memory question, the student answered, he praised the student for the answer and then asked another question.

WARREN: My goal for the second tape was to get more 9's. The first tape was valuable because it pointed out my needs. I heard a lot on the first tape that I wasn't conscious of. I also see a problem in the tape today. I did not have any 3's (acceptance of the students' ideas.)

HAINSWORTH: One of our major problems is to show teachers how to get more 3's or how to accept students' ideas. One technique is to get students to expand on an answer by repeating the question and asking for more information. The tapes also reinforce the good things the teachers are doing. Our basic philosophy in this program is even the best teachers can improve.

WILLIAMSON: Harvey, did you feel any threat in taping your class and having Dr. Hainsworth and Mr. Morris help you evaluate it?

WARREN: No. Mr. Morris has been visiting regularly in my classroom and using a modified version of Interaction Analysis. I had made tapes of my class before, and I had used this technique in my teacher training program, so it was no threat to me. It was more of an inconvenience to have to do it. It's like having to tie your shoe laces occasionally.

WILLIAMSON: As a teacher how do you feel about participating in this program?

WARREN: There is a right way and a wrong way to approach a teacher about taping a class and analyzing it. If the approach is right, then most teachers will respond.

WILLIAMSON: When do the teachers meet with Mr. Morris for the analysis?

WARREN: When the students are in the library or in a special class or in activities conducted by the teacher aide.

WILLIAMSON: What is modified Interaction Analysis?

MORRIS: I use a zero for categories 1, 2 and 3 and a check for four through ten. This is just a quick method to get an idea of the classroom interaction.

WILLIAMSON: What is the basic aim of working with teachers individually?

MORRIS: Our basic aim is to work with questioning techniques in this part of the program. We do not believe that you can give teachers a checklist to learn this technique. You must show them and let them analyze their own questions. In order to have 3's (acceptance of a student's idea) a teacher must have 9's (student answers to divergent and evaluative questions) and to make it a full circle, in order to have 9's, a teacher must have good 4's (questions). We have used Guilford's and Bloom's material.

(Continued on Page 2)

Teachers Use Interaction Analysis (continued from page 1)

HAINSWORTH: As far as helping teachers with individual problems, this program has been as effective as anything we have done. There is a place for large workshops, but the one to one conference with an individual teacher to help him with his communicating techniques is the most effective.

WILLIAMSON: Were all teachers skilled in Interaction Analysis?

MORRIS: All Paducah teachers were trained in Interaction Analysis about four years ago, and most new teachers have studied it in college. We found we only had to give the teachers a refresher course. We stress that there is no right pattern in teaching. However, results of the Flanders-Amidon study point out that successful teachers use more 1's 2's and 3's (accepting, feeling, praising and encouraging and accepts and uses student ideas). IA is a skill a teacher may use in order to see what he is doing. No one pattern is good day in and day out. The pattern varies according to the teachers objectives. Objectives and patterns change every day. We are trying to give teachers options in questioning skills.

WILLIAMSON: What will you do after teachers have learned questioning skills?

MORRIS: After teachers have worked with questioning techniques and mastered them, we will work on other skills such as test construction.

WILLIAMSON: This has been a most refreshing look at how inservice can work, and how a teacher, in cooperation with two other staff members, in nonevaluative and nonthreatening positions can help the teacher look at what he is doing and then the teacher can decide if he wants to change or not.

MORRIS: No one can really make a teacher change his teaching techniques. All we can do is point out alternate ways, and the teacher may or may not choose to use them or try them. We do have research findings which show what high achieving teachers and low achieving do, but they do not do the same things day after day. We have found teachers do want to improve classroom communication and we are trying to find ways to present new techniques to them that won't burden them with more time consuming activities. We do not ask our teachers to make a matrix of their tallys or even to tally their own tapes. We achieve our objective with Mr. Warren today by my tallying the tape on the board and then our looking at the number sequences and discussing them.

INTERACTION ANALYSIS CATEGORIES

TEACHER TALK	INDIRECT INFLUENCE	1. *ACCEPTS FEELING:* Accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included. 2. *PRAISES OR ENCOURAGES:* praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um hm?" or "go on" are included. 3. *ACCEPTS OR USES IDEAS OF STUDENTS:* clarifies, builds, or develops ideas suggested by a student. As teacher brings more of his ideas into play, shift to Category 5.
	DIRECT INFLUENCE	4. *ASKS QUESTIONS:* asks a question about content or procedure with the intent that a student answer. 5. *LECTURING:* gives facts or opinions about content or procedures; expresses his own ideas; asks rhetorical questions. 6. *GIVING DIRECTIONS:* directions, commands, or orders with which a student is expected to comply. 7. *CRITICIZING OR JUSTIFYING AUTHORITY:* statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self reference.
STUDENT TALK		8. *STUDENT TALK–RESPONSE:* talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9. *STUDENT TALK–INITIATION:* talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category. 10. *SILENCE OR CONFUSION:* pauses, short periods of silence, and periods of confusion in which communication cannot be understood by observer.

Interaction Analysis may be employed by a teacher as he categorizes a tape recording of his own classroom behavior, or by an observer in the classroom. Every three seconds the observer writes the category number of the interaction he has observed. He records these numbers in sequence in a column. At the end of a period of time, he will have several long columns of numbers. A thorough knowledge of the categories and much practice to achieve accuracy are basic to the use of the technique. Approximately eight hours of training are necessary to become proficient.

Teachers Use Questioning Skills To Help Student Think Above Recall Level

The Primary goal of the Questioning Skills program is to show teachers how to use the four types of questions as a tool to get students to think above recall level. By using the teacher's own audio tape it provides them an opportunity to analyze their own questioning technique. The four types of questions used in this program are as follows:

A. **Cognitive Memory:** Narrow questions calling for facts or other recall items and involving rote memory. They are lowest cognitive.
   Example: What is the name of the mountains separating Europe and Asia in the north?

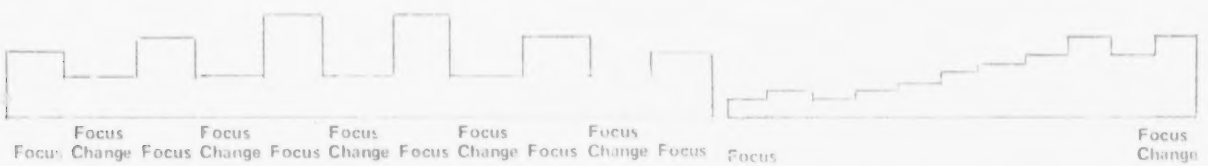
B. **Convergent:** Higher than lowest cognitive questions calling for the analysis and integration of given or remembered data. Problem solving and reasoning are often involved in this category. The answers involved may be predictable, but the questions are broader than cognitive memory.
   Example: What in the location of these mountains accounts for their importance?

C. **Divergent:** Questions that call for answers which are creative and imaginative and not emperically provable. Many different answers may be correct and therefore acceptable.
   Example: What do you think Europe would be like today if the Ural mountains had not been there?

D. **Evaluative:** Questions that call for a judgement by the student. The answers require the person to make value decisions.
   Example: Which side of the Ural mountains would you like to live?

Dr. Hainsworth explained that teachers are encouraged to use the questions in sequence so as to "lift" the level of thought of the students in a sustained gradual upward incline. Many teachers ask a question of fact, get an answer, and then change the focus by asking another type question, or as Dr. Hainsworth says, "they flip too fast" and get an up and down pattern.

In the questioning skills technique a teacher should start with many factual questions that focus the students attention on the referent (picture, object or reading being discussed). Starting with the memory level develops a basis for student thinking. The teacher then builds the questioning to an upward pattern by moving logically into convergent, divergent and evaluative questions.



FOCUS CHANGES TOO FAST TO BUILD HIGHER LEVEL THINKING

SUSTAINED GRADUAL UPWARD INCLINE

A problem develops if a teacher starts his questioning with divergent or convergent questions because many children have not grasped the basic facts and are at a loss to respond to a higher level of questioning until they do. By following the questioning sequence and not changing the focus until the sequence has been completed, all students can reach a higher level of understanding and interaction.

INSERVICE SESSIONS STRESS COMMUNICATION SKILLS

"Communication Skills" is the topic at the weekly afternoon in service sessions conducted by Morris for the Cooper-Whiteside teachers.

The meetings, which are on a volunteer basis for the teachers who are paid $3.00 for attending, are held from 2:45 p.m. to 4 p.m. on Monday. From six to twelve teachers attend each week.

Areas covered include "What Our Actions Are and What Our Intentions Are," "Pre Conceived Ideas", "Communication Problems", "Feedback", "Expressing Feelings", "Perception Checking on Non Verbal Communication".

The workshop material was developed by the Northwest Regional Educational Laboratory, Portland, Oregon.

Teachers participating in the program report they have enjoyed it, and it is beneficial. The only negative feeling is that more teachers don't participate. One teacher said, "We all want to improve and have the de-

(Continued on Page 4)

Who Do You Like?

Sociograms Identify Isolates and Leaders

Which three persons that you work with are most able to get other people to do things? Which three persons that you work with do you like the least? Which three persons that you work with do you like the most?

Wouldn't you sometime like all the staff members to answer, anonymously of course, questions such as these and then have them summarized for a look-see?

Such a process is a sociometric device, and if used correctly, can give a person in charge of a group great insight to the group interaction.

At Cooper-Whiteside all third, fourth, fifth and sixth grade students were given a sociometric instrument with ten questions. From the answers, Morris and Mary Frank Cooper, Project VIII In-Service Coordinator compiled seven matrixes which point out ten different items for each class. The matrixes show which students are, (1) liked most, (2) liked least, (3) influenced girls, (4) influenced boys, (5) influenced all, (6) cooperative, (7) uncooperative, (8) good student, (9) poor student and (10) the one student others would like to be.

From the matrixes a summary chart of sociometric choices was made and discussed with each teacher. "We were looking for isolates and leadership," Ms. Cooper explained, "and by looking carefully at a sociogram much light can be shed on the group dymanics of a class."

Morris feels it is a tool the teachers can use. "Naturally, many teachers already know these things about the students. We gave the test in November so the teachers had been with the students two months. The sociogram results confirmed a lot they already knew, and it gave them new information so they could see why the class was acting or reacting as it was." Students will be given the same instrument at the end of the school year to see if the number of isolates has been reduced.

How does a teacher reduce isolates? Two methods are available to teachers.

(1) A teacher can structure the classroom activities so the isolate will start achieving then he will feel better about himself and the other students will want to include him.

(2) A teacher can pair an isolate with a nonisolate. Isolates are not always poor students, but generally they are.

The "People In My Class" instrument used at Cooper-Whiteside is from the book *Diagnosing Classroom Learning Environment* by Fox, Luszhi and Schmuch, published by Science Research Associates.

Inservice Sessions (continued from page 3)

sire, but we are caught up with the times and are pressed for time," and she added, "it's ironic. In the workshop we react strongly to certain situations and then we turn around and put kids in the same situation, and we get mad when they react as we reacted."

Morris feels that one great benefit of the afternoon inservice is it has served as a catalyst for the teachers attending. "Teachers have gotten to know each other through the communication activities."

Morris has been supplying all teachers with exerpts from the "Handbook for Human Relations Approach to Teaching", published by the Buffalo Public Schools Division of Curriculum Evaluation and Development, Buffalo, New York.

"The material is given to the teachers to use if and when they want to use it," Morris said, "I really wonder what good are reading, writing and arithmetic if we can't communicate as teacher-to-teacher and as teacher-to-student."

PROJECT VIII
Paducah Board of Education
10th and Clark Streets
Paducah, Kentucky 42001

PROJECT VIII NEWSLETTER
Shirley Williamson . . . . . Editor
Candy Cardin . . Associate Editor

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Richard B. Brown, Asst. Superintendent
Jessie Beasley, Director Project VIII
Phone: 502 442-5177

Name _____ Sex _____ Race _____

Grade _____ Age _____

HOW I SEE MYSELF

This form is concerned with the way you see yourself. Please respond in the way you feel most of the time, not how you think you should feel.

Notice how the statements are arranged. On the left side is a statement, on the right a counter statement. The numbers in between have the following significance.

1. indicates that the left statement closely describes you.
2. indicates that the left statement somewhat describes you.
3. indicates that the right statement somewhat describes you.
5. indicates that the right statement closely describes you.
3. is neutral, indicating that the left statement describes you equally as well as the right.

Circle the appropriate number.

11.	Nothing gets me too mad	1 2 3 4 5	I get mad easily and explode
2.	I don't stay with things and finish	1 2 3 4 5	I stay with something until I finish
3.	I'm very good at drawing	1 2 3 4 5	I'm not much good in drawing.
4.	I don't like to work on committees, projects	1 2 3 4 5	I like to work with others
5.	I wish I were smaller (taller)	1 2 3 4 5	I'm just the right height
6.	I worry a lot	1 2 3 4 5	I don't worry much
7.	I wish I could do something with my hair	1 2 3 4 5	My hair is nice looking
8.	Teachers like me	1 2 3 4 5	Teachers don't like me
9.	I've lots of energy	1 2 3 4 5	I haven't much energy
10.	I don't play games very well	1 2 3 4 5	I play games very well
11.	I'm just the right weight	1 2 3 4 5	I wish I were heavier, lighter
12.	The girls don't like me, leave me out	1 2 3 4 5	The girls like me a lot, choose me
13.	I'm very good at speaking before a group	1 2 3 4 5	I'm not much good at speaking before a group

14.	My face is pretty (good looking)	1 2 3 4 5	I wish I were prettier (good looking)
15.	I'm very good in music	1 2 3 4 5	I'm not much good in music
16.	I get along well with teachers	1 2 3 4 5	I don't get along with teachers
17.	I don't like teachers	1 2 3 4 5	I like teachers very much
18.	I don't feel at ease, comfortable inside	1 2 3 4 5	I feel very at ease, comfortable inside
19.	I don't like to try new things	1 2 3 4 5	I like to try new things
20.	I have trouble controlling my feelings	1 2 3 4 5	I can handle my feelings
21.	I do well in school work	1 2 3 4 5	I don't do well in school
22.	I want the boys to like me	1 2 3 4 5	I don't want the boys to like me
23.	I don't like the way I look	1 2 3 4 5	I like the way I look
24.	I don't want the girls to like me	1 2 3 4 5	I want the girls to like me
25.	I'm very healthy	1 2 3 4 5	I get sick a lot
26.	I don't dance well	1 2 3 4 5	I'm a very good dancer
27.	I write well	1 2 3 4 5	I don't write well
28.	I like to work alone	1 2 3 4 5	I don't like to work alone
29.	I use my time well	1 2 3 4 5	I don't know how to plan my time
30.	I'm not much good at making things with my hands	1 2 3 4 5	I'm very good at making things with my hands
31.	I wish I could do something about my skin	1 2 3 4 5	My skin in nice looking
32.	School isn't interesting	1 2 3 4 5	School is very interesting
33.	I don't do arithmetic (math) well	1 2 3 4 5	I'm real good in arithmetic (math)
34.	I'm not as smart as the others	1 2 3 4 5	I'm smarter than many of the others
35.	The boys like me a lot, choose me	1 2 3 4 5	The boys don't like me, leave me out

36.	My clothes are not as nice as I'd like	1 2 3 4 5	My clothes are nice
37.	I like school	1 2 3 4 5	I don't like school
38.	I wish I were built like someone else	1 2 3 4 5	I'm happy with the way I am
39.	I don't read well	1 2 3 4 5	I read very well
40.	I don't learn new things	1 2 3 4 5	I learn new things easily
41.	Science is easy for me	1 2 3 4 5	Science is difficult for me
42.	I present a good appearance	1 2 3 4 5	I present a poor appearance
43.	I do not have much confidence in myself	1 2 3 4 5	I am full of confidence in myself

DO NOT PUT YOUR NAME ON THIS

INVENTORY
"Style of Teaching"

Teacher Number	School	Date

General Directions

We will ask you to describe your teacher, and then to describe yourself. There are several statements, followed by a number. This is what each number means:

1. The statement describes my teacher very well. The statement about how my teacher acts or feels is always true.
2. The statement describes my teacher most of the time but not all of the time.
3. The statement describes my teacher about half of the time.
4. The statement describes my teacher only occasionally. It is seldom true.
5. The statement does not describe my teacher. It is not true.

Read each of the statements below. Opposite the statement, circle the number that best describes your teacher. If you do not understand the directions, or some of the words in the statements, or the whole statement, please raise your hand and we will help you.

BE SURE TO MARK AN ANSWER FOR EVERY STATEMENT

My teacher:

1. ...makes assignments that are clear and easy to understand 1 2 3 4 5
2. ...seems to "give up" on some students and lets them know that he or she does not believe they can improve 1 2 3 4 5
3. ..."picks on" or "rides" certain students 1 2 3 4 5
4. ...expects too much of us 1 2 3 4 5
5. ...wants every student to do nearly perfect work 1 2 3 4 5
6. ...spends time helping each student with his or her own special problems 1 2 3 4 5

7. ...gives a student a chance to change a wrong answer before asking someone else for the right answer 1 2 3 4 5

8. ...punishes the whole class for the things that only a few of the class members do 1 2 3 4 5

9. ...makes the class work exciting 1 2 3 4 5

10. ...tells students not to help each other in their assignments and homework 1 2 3 4 5

11. ...allows students to ask any kind of questions in the class they wish 1 2 3 4 5

12. ...praises the students when they do a good job 1 2 3 4 5

13. ...has a sense of humor, is willing to laugh at things students think funny 1 2 3 4 5

14. ...is a happy teacher 1 2 3 4 5

15. ...likes to have students pay close attention to what he or she says or does. 1 2 3 4 5

16. ...knows what students talk about when teachers are not around 1 2 3 4 5

17. ...makes clear what his or her beliefs are about matters such as segregation and political parties 1 2 3 4 5

18. ...wants students to know he or she is boss in the classroom 1 2 3 4 5

19. ...keeps changing the rules for punishment 1 2 3 4 5

20. ...expects much more homework than most teachers 1 2 3 4 5

21. ...gets the class to do what he or she wants 1 2 3 4 5

22. ...changes the plan for the day if the class really wants to 1 2 3 4 5

23. ...selects the same students to help and to run errands 1 2 3 4 5

24. ...treats a student, who does not behave, quietly and fairly 1 2 3 4 5

25. ...shames and embarrasses some students 1 2 3 4 5

26. ...likes students who have ideas which are different from his or her own ideas 1 2 3 4 5

27. ...asks the students' help and suggestions in overcoming trouble in the classroom 1 2 3 4 5

28. ...uses words which the students are able to understand 1 2 3 4 5

29. ...causes students to be afraid to ask questions and to answer questions 1 2 3 4 5

30. ...admits when he or she is wrong or does not know an answer 1 2 3 4 5

31. ... is friendly to each student 1 2 3 4 5

32. ...has certain mannerisms of teaching that bother and irritate me 1 2 3 4 5

33. ...talks more than most teachers 1 2 3 4 5

34. ...ask me to think for myself as compared to most teachers 1 2 3 4 5

35. ...lets students do the teaching or lead discussions once or more each day 1 2 3 4 5

36. ...clearly explains how the class grades are determined 1 2 3 4 5

37. ...has the class do individual or group projects 1 2 3 4 5

38. ...asks facts of memory questions on examinations 1 2 3 4 5

39. ...allows discussion among students once or more each day 1 2 3 4 5

40. ...gives everybody in the room the same assignment. 1 2 3 4 5

41. ...makes up small groups in the class for special purposes 1 2 3 4 5

42. ...allows us to say or write what we like about his or her teaching 1 2 3 4 5

43. ...ignores questions or students who raise their hands 1 2 3 4 5

44. ...cares more about what <u>some</u> students say 1 2 3 4 5

45. ...does not care if a student is different from other pupils 1 2 3 4 5

46. ...is willing to talk with students during or after class about any problems which might be bothering them 1 2 3 4 5

47. ...knows what each student likes best 1 2 3 4 5

48. ...encourages students to be friendly and kind to one another 1 2 3 4 5

49. ...tries to find things that students are "good at" instead of things they are "poor at" 1 2 3 4 5

50. ...likes the students in this class very much 1 2 3 4 5

51. ...knows how to explain things so that the students are able to understand 1 2 3 4 5

52. ...lets us know soon after we are in the room exactly what we are to do 1 2 3 4 5

ATTITUDES TOWARD SCHOOL

There are 35 statements in this questionnaire, all written by students Mark with an X on the line the answer that most nearly describes how you feel about each statement.

Please do not write what you ought to believe or what other people (teachers, parents, etc.) want you to believe. Try to indicate what you really think about these statements.

Work fast. Do not puzzle too long over any statement. Write your first impulse.

1. Classrooms are dull places.

strongly disagree	disagree	undecided	agree	strongly agree

2. I enjoy going to class.

strongly disagree	disagree	undecided	agree	strongly agree

3. A classroom is a place to put in your time.

strongly disagree	disagree	undecided	agree	strongly agree

4. When I am in class I think of what is going on tonight.

strongly disagree	disagree	undecided	agree	strongly agree

5. Classrooms are okay if you have friends there.

strongly disagree	disagree	undecided	agree	strongly agree

6. There is too much applepolishing in classrooms.

strongly disagree	disagree	undecided	agree	strongly agree

7. Rules make school seem like a prison.

strongly disagree	disagree	undecided	agree	strongly agree

8. We should always follow the rules with courtesy.

strongly disagree	disagree	undecided	agree	strongly agree

9. Some rules were practically made to be broken.

10. Some rules are stupid and unreasonable.

11. I don't think too highly of having so many rules.

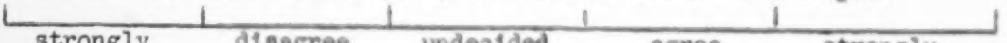
12. We should help make others obey the rules.

13. Teachers think they're martyrs.

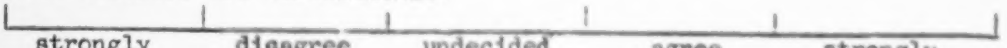
14. Teachers often favor certain students.

15. Some teachers are lazy.

16. Sometimes teachers' rules are just a little strict and stupid.

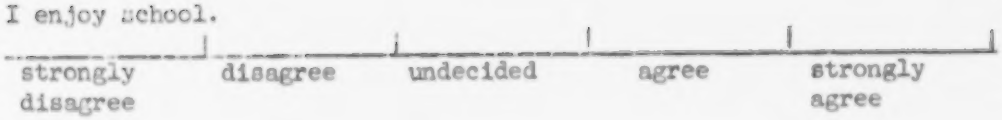


17. Some teachers are unreasonable.

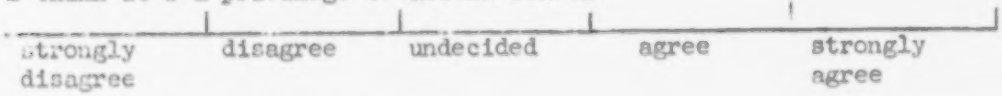


18. Some teachers should be in the student's chair and the student should be teaching.

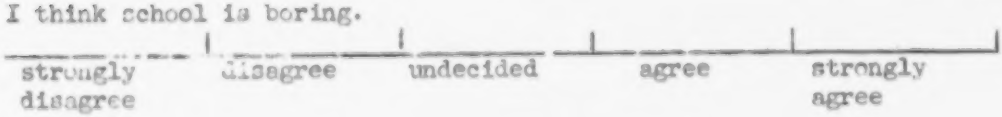
19. I enjoy school.



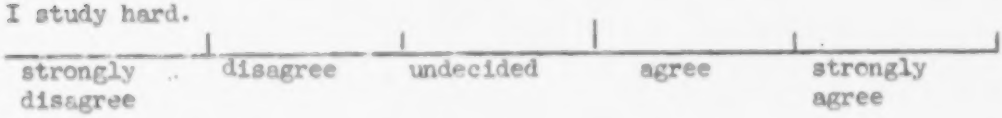
20. I think it's a privilege to attend school.



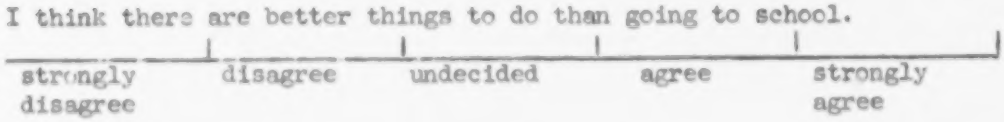
21. I think school is boring.



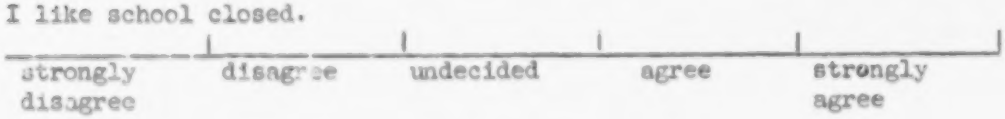
22. I study hard.



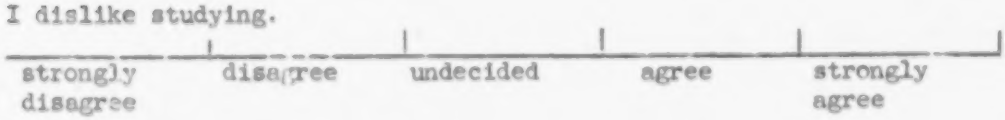
23. I think there are better things to do than going to school.



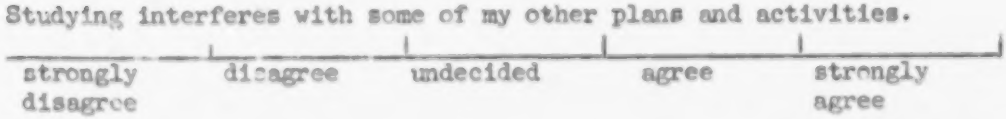
24. I like school closed.



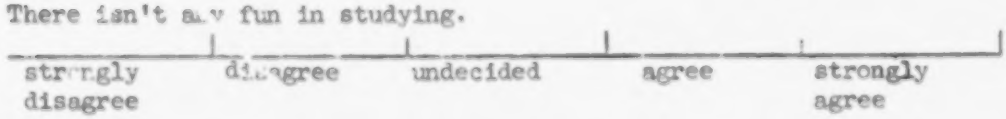
25. I dislike studying.



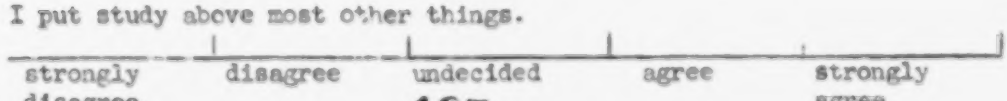
26. Studying interferes with some of my other plans and activities.



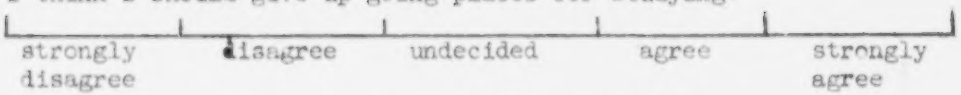
27. There isn't any fun in studying.



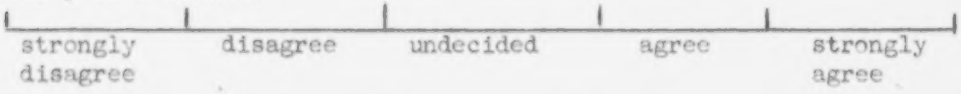
28. I put study above most other things.



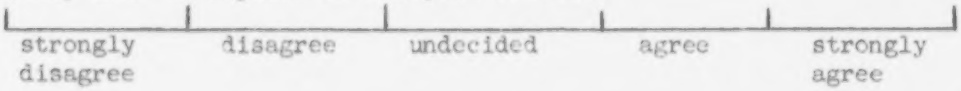
29. I think I should give up going places for studying.



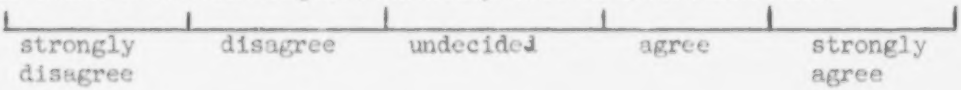
39. Study is a bother.



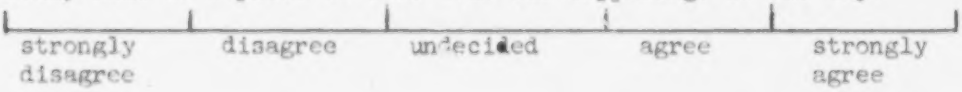
31. Study hall is a place to see your friends.



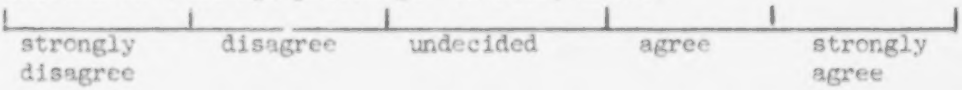
32. I think I should be quiet in study hall so others can work.



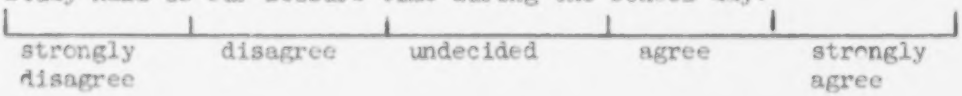
33. Study hall is a place to talk over the happenings of the day.



34. There aren't enough privileges in study halls.



35. Study hall is our leisure time during the school day.



36. Study hall is boring most of the time.